Access Points to Next Generation Sunshine State Standards (Florida Standards) – English Language Arts 2014

Access Points for English/Language Arts:
Access to the Florida Standards for
Students with a Significant Cognitive Disability

College Ready

Career Ready

Access for All

Bureau of Exceptional Education and Student Services
Spring 2014

History of the Access Points

Beginning in 2006, access points became the means through which students with a significant cognitive disability have accessed the general education content found in the Next Generation Sunshine State Standards (NGSSS). Access points were developed for all standards with three complexity levels that represented a continuum of understanding (participatory, supported and independent). Courses containing these standards, also known as *access courses*, were developed to support access for all students to the general education standards. These courses are setting neutral, which means a student working on access points can attend classes with non-disabled peers in general education courses. Students with a significant cognitive disability work on a "parallel curriculum" that is aligned to the general education content but delivered at the individual level of complexity needed for the student to be successful.

When the State Board of Education adopted the new Florida Standards in March 2014, it became necessary to develop new access points that are appropriate for Florida's students. As is the case with the NGSSS, these new access points for students with a significant cognitive disability fully align with the Florida Standards. Moving forward, access courses for students with significant cognitive disabilities will be revised to contain these new access points. This way, all students can continue to access the general education standards in a way that promotes high expectations and encourages inclusive learning environments for students with a significant cognitive disability.

New Access Points Aligned to the Florida Standards

Making the content of the Florida Standards personally relevant and accessible to students with a significant cognitive disability begins by articulating the general education content through access points. The new access points in English/Language Arts identify the most salient grade-level, core academic content for students with a significant cognitive disability. It is important to note that the access points are NOT "extensions" to the standards, but rather they illustrate the necessary core content, knowledge and skills students with a significant cognitive disability need at each grade to promote success in the next grade. Essential Understandings, or EUs, are supports and scaffolds that unpack the access points to assist in the teaching and learning of the standards.

Structure of the Access Points and Related Supports

What

| Florida Standards | → | Access Points (AP) |

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Essential Understandings
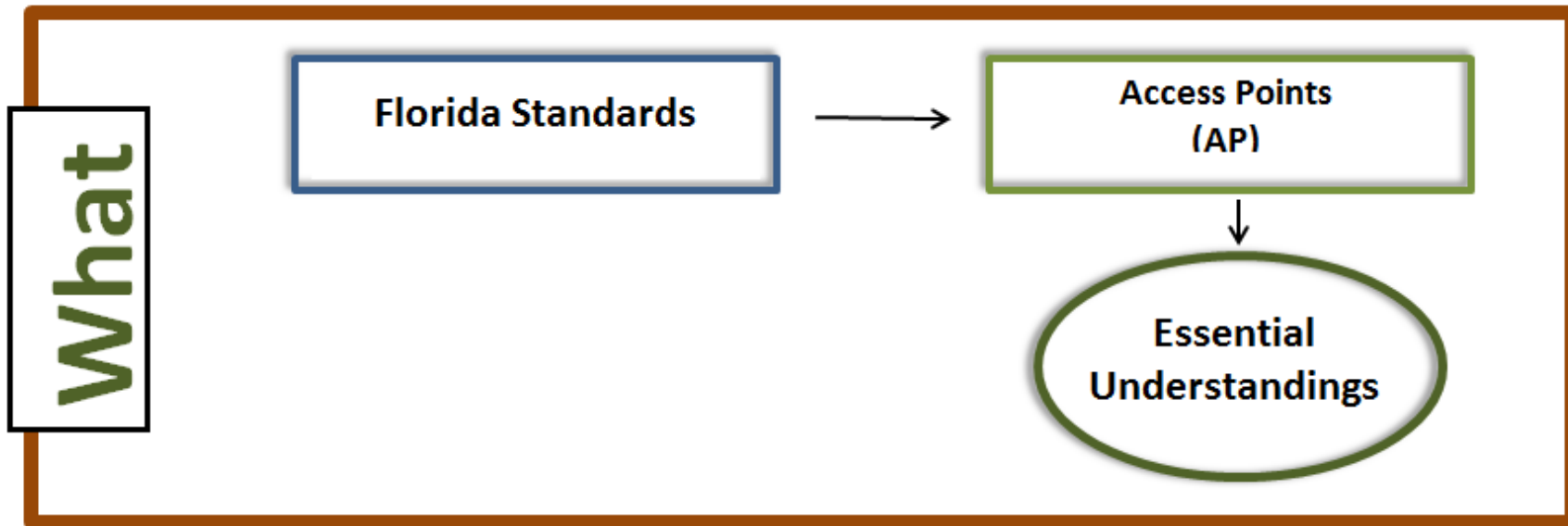
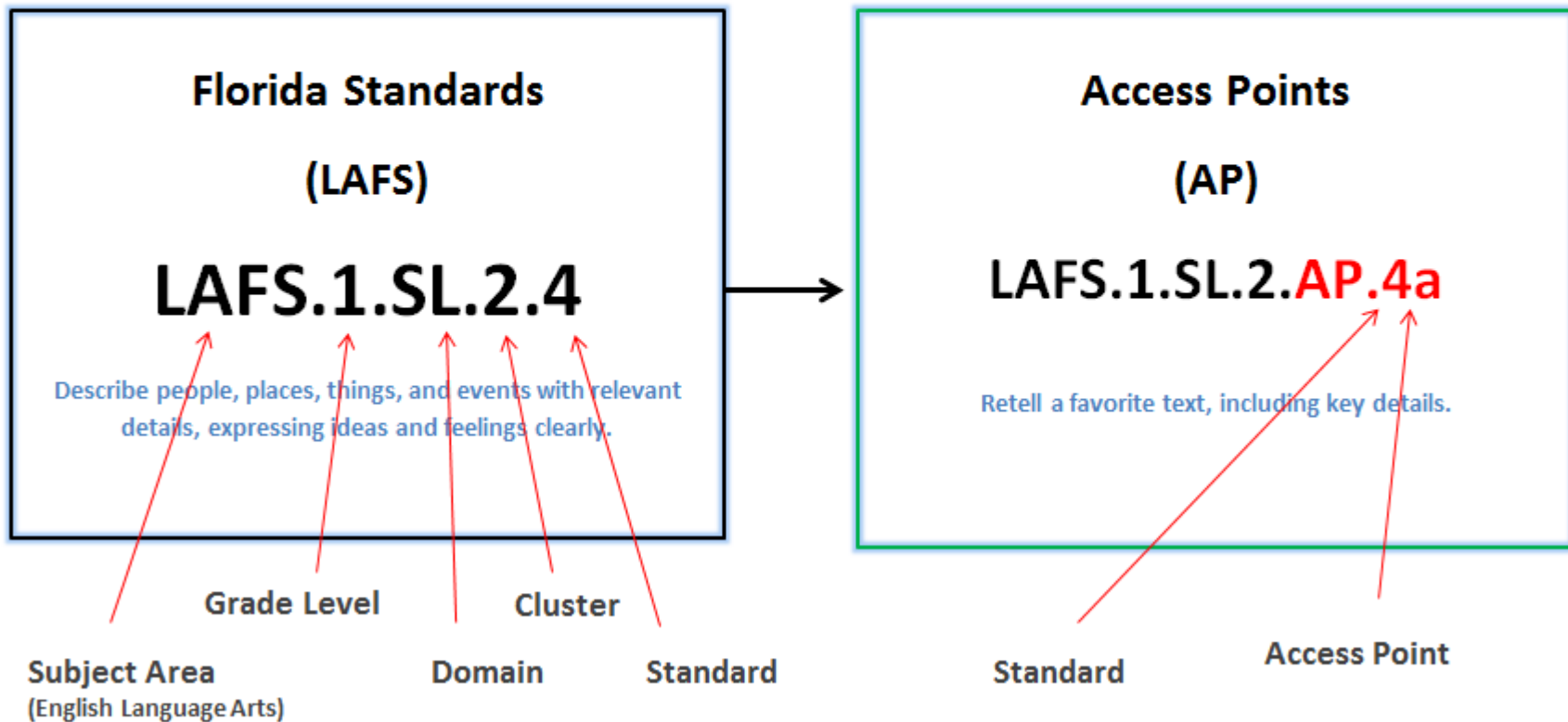**Essential Understandings in English/Language Arts**

Essential Understandings are supports and scaffolds that help teachers provide explicit instruction at a level where a student may begin to interact with the grade-level content and benchmarks along the continuum to ensure progress toward the access point.

Essential Understandings in English/Language Arts

Supporting the effective teaching and learning of the access points will be done by providing teachers with professional development including instruction in the use of classroom formative and summative assessments, instructional resources and supports, and lesson planning tools. One such support is the Essential Understandings, or EUs. For every access point (AP), teachers will be provided EUs. The EUs are supports and scaffolds that support a student's learning along the continuum as they progress toward mastery of the access points.

Florida Standards	Access Points (AP)	Essential Understandings (EUs)
LAFS.7.RI.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**LAFS.7.RI.1.AP.1a** Use two or more pieces of evidence to support inferences, conclusions or summaries of text.	Make an inference from an informational text. Identify a conclusion from an informational text. Identify a summary of an informational text. Identify a detail to support the inference, conclusion or summary.

Florida's Unique Access Point (AP) Coding System

Florida Standards (LAFS)

LAFS.1.SL.2.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

- Subject Area (English Language Arts)
- Grade Level
- Domain
- Cluster
- Standard

Access Points (AP)

LAFS.1.SL.2.AP.4a

Retell a favorite text, including key details.

- Standard
- Access Point

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Domain: LITERATURE		
Cluster: Key Ideas and Details		
STANDARD CODE	STANDARD	
LAFS.K.RL.1.1	With prompting and support, ask and answer questions about key details in a text.	
	ACCESS POINTS	
	LAFS.K.RL.1.AP.1a	With prompting and support, answer questions about key details in a story.
	LAFS.K.RL.1.AP.1b	With prompting and support, ask questions about key details in a story.
LAFS.K.RL.1.2	With prompting and support, retell familiar stories, including key details.	
	ACCESS POINTS	
	LAFS.K.RL.1.AP.2a	With prompting and support, retell a favorite story, including key details.
	LAFS.K.RL.1.AP.2b	With prompting and support, sequence a set of events in a familiar story.
	LAFS.K.RL.1.AP.2c	With prompting and support, identify the beginning, middle and ending of a familiar story.
	LAFS.K.RL.1.AP.2d	Retell a familiar story (e.g., What was the story about?).
LAFS.K.RL.1.3	With prompting and support, identify characters, settings, and major events in a story.	
	ACCESS POINTS	
	LAFS.K.RL.1.AP.3a	With prompting and support, identify characters in a story.
	LAFS.K.RL.1.AP.3b	With prompting and support, identify major events in a story.
	LAFS.K.RL.1.AP.3c	With prompting and support, identify a setting in a story.
Cluster: Craft and Structure		
STANDARD CODE	STANDARD	
LAFS.K.RL.2.4	With prompting and support, ask and answer questions about unknown words in a text.	
	ACCESS POINTS	
	LAFS.K.RL.2.AP.4a	Ask questions about unknown words in a text.
	LAFS.K.RL.2.AP.4b	Answer questions about unknown words in a text.
LAFS.K.RL.2.5	Recognize common types of texts (e.g., storybooks, poems).	
	ACCESS POINTS	
	LAFS.K.RL.2.AP.5a	Answer questions about reading, such as "What do we read?".
	LAFS.K.RL.2.AP.5b	Identify a story, book, poem, etc.
LAFS.K.RL.2.6	With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.	
	ACCESS POINTS	
	LAFS.K.RL.2.AP.6a	With prompting and support, identify the author of a familiar story (e.g., Show me the author, Show me who wrote the book).
	LAFS.K.RL.2.AP.6b	With prompting and support, define the role of the author.

	LAFS.K.RL.2.AP.6c	With prompting and support, identify the illustrator.
	LAFS.K.RL.2.AP.6d	With prompting and support, define the role of the illustrator.

Cluster: Integration of Knowledge and Ideas		
STANDARD CODE	STANDARD	
LAFS.K.RL.3.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	
	ACCESS POINTS	
	LAFS.K.RL.3.AP.7a	With prompting and support, identify illustrations to aid comprehension.
	LAFS.K.RL.3.AP.7b	With prompting and support, identify the relationship between an illustration and the story.
LAFS.K.RL.3.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	
	ACCESS POINTS	
	LAFS.K.RL.3.AP.9a	With prompting and support, compare (i.e., find something the same) between familiar stories.
	LAFS.K.RL.3.AP.9b	With prompting and support, contrast (i.e., find differences) between two familiar stories.

Cluster: Range of Reading and Level of Text Complexity		
STANDARD CODE	STANDARD	
LAFS.K.RL.4.10	Actively engage in group reading activities with purpose and understanding.	
	ACCESS POINTS	
	LAFS.K.RL.4.AP.10a	Answer questions about reading, such as "Why do we read? What do we read?".
	LAFS.K.RL.4.AP.10b	Choose narrative or informational text to read and reread, listen to or view for leisure purposes.
	LAFS.K.RL.4.AP.10c	Engage in group reading of stories or poems by sharing something learned or something enjoyed.

Domain: INFORMATIONAL TEXT		
Cluster: Key Ideas and Details		
STANDARD CODE	STANDARD	
LAFS.K.RI.1.1	With prompting and support, ask and answer questions about key details in a text.	
	ACCESS POINTS	
	LAFS.K.RI.1.AP.1a	With prompting and support, answer questions about key details in a text.
	LAFS.K.RI.1.AP.1b	With prompting and support, ask questions about key details in a text.

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LAFS.K.RI.1.2	With prompting and support, identify the main topic and retell key details of a text.	
	ACCESS POINTS	
	LAFS.K.RI.1.AP.2a	Discuss key details and main topic of a preferred text.
	LAFS.K.RI.1.AP.2b	With prompting and support, identify the main topic.
	LAFS.K.RI.1.AP.2c	With prompting and support, retell/identify key details in a text.
LAFS.K.RI.1.3	With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	
	ACCESS POINTS	
	LAFS.K.RI.1.AP.3a	With prompting and support, describe the connection between two individuals, events, ideas or pieces of information.
Cluster: Craft and Structure		
STANDARD CODE	STANDARD	
LAFS.K.RI.2.4	With prompting and support, ask and answer questions about unknown words in a text.	
	ACCESS POINTS	
	LAFS.K.RI.2.AP.4a	Ask questions about unknown words in a text.
	LAFS.K.RI.2.AP.4b	Answer questions about unknown words in a text.
LAFS.K.RI.2.5	Identify the front cover, back cover and title page of a book.	
	ACCESS POINTS	
	LAFS.K.RI.2.AP.5a	Distinguish the front of a book from the back of a book.
	LAFS.K.RI.2.AP.5b	Identify the title of an informational text on the title page.
	LAFS.K.RI.2.AP.5c	Identify the title of a story or poem on the title page.
LAFS.K.RI.2.6	With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	
	ACCESS POINTS	
	LAFS.K.RI.2.AP.6a	Identify the author of an informational text.
	LAFS.K.RI.2.AP.6b	Define the role of the author in presenting the ideas and information of an informational text.
	LAFS.K.RI.2.AP.6c	Define the role of the illustrator in presenting an informational text.
Cluster: Integration of Knowledge and Ideas		
STANDARD CODE	STANDARD	
LAFS.K.RI.3.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).	

	ACCESS POINTS	
	LAFS.K.RI.3.AP.7a	Identify a labeled photo, diagram or graphic from within an informational text.
	LAFS.K.RI.3.AP.7b	With prompting and support, interpret the information provided in photos, diagrams or graphics and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).
LAFS.K.RI.3.8	With prompting and support, identify the reasons an author gives to support points in a text.	
	ACCESS POINTS	
	LAFS.K.RI.3.AP.8a	With prompting and support, identify the facts an author gives to support points in a text.
LAFS.K.RI.3.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	
	ACCESS POINTS	
	LAFS.K.RI.3.AP.9a	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo versus illustration of something not real).

Cluster: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD	
LAFS.K.RI.4.10	Actively engage in group reading activities with purpose and understanding.	
	ACCESS POINTS	
	LAFS.K.RI.4.AP.10a	Choose informational text to read and reread, listen to or view for leisure purposes.
	LAFS.K.RI.4.AP.10b	Choose text to read and reread, listen to or view for informational purposes (e.g., to answer questions; to understand the world around them).
	LAFS.K.RI.4.AP.10c	Engage in group reading of informational text by sharing something learned or something enjoyed.

Domain: FOUNDATIONAL SKILLS

Cluster: Print Concepts

STANDARD CODE	STANDARD

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LAFS.K.RF.1.1	Demonstrate understanding of the organization and basic features of print. 1a. Follow words from left to right, top to bottom and page by page. 1b. Recognize that spoken words are represented in written language by specific sequences of letters. 1c. Understand that words are separated by spaces in print. 1d. Recognize and name all upper- and lowercase letters of the alphabet.	
	ACCESS POINTS	
	LAFS.K.RF.1.AP.1a	During shared reading activities, indicate need to turn the page for continued reading.
	LAFS.K.RF.1.AP.1b	During shared reading activities, text point: from top to bottom of page, from left to right or to match a spoken "orally read" word to a written word.
	LAFS.K.RF.1.AP.1c	Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.
	LAFS.K.RF.1.AP.1d	Recognize that words are separated by spaces in print.
	LAFS.K.RF.1.AP.1e	During shared reading activities, text point: from top to bottom of page, from left to right or to match a spoken "orally read" word to the written word.
	LAFS.K.RF.1.AP.1f	Identify familiar written words when spoken (e.g., show me the word "Tony").
	LAFS.K.RF.1.AP.1g	Identify or name uppercase letters of the alphabet.
	LAFS.K.RF.1.AP.1h	Identify or name lowercase letters of the alphabet.
Cluster: Phonological Awareness		
STANDARD CODE	**STANDARD**	
LAFS.K.RF.2.2	Demonstrate understanding of spoken words, syllables and sounds (phonemes). 2a. Recognize and produce rhyming words. 2b. Count, pronounce, blend and segment syllables in spoken words. 2c. Blend and segment onsets and rimes of single-syllable spoken words. 2d. Isolate and pronounce the initial, medial vowel and final sounds 2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
	ACCESS POINTS	
	LAFS.K.RF.2.AP.2a	Identify familiar written words when spoken.
	LAFS.K.RF.2.AP.2b	Recognize rhyming words.
	LAFS.K.RF.2.AP.2c	Produce rhyming words.
	LAFS.K.RF.2.AP.2d	Count syllables in spoken words.
	LAFS.K.RF.2.AP.2e	Blend and segment syllables in spoken words.
	LAFS.K.RF.2.AP.2f	Blend and segment onsets and rimes of single-syllable spoken words.

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	LAFS.K.RF.2.AP.2g	Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends).
	LAFS.K.RF.2.AP.2h	Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends).
	LAFS.K.RF.2.AP.2i	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Cluster: Phonics and Word Recognition

STANDARD CODE	STANDARD	
LAFS.K.RF.3.3	Know and apply grade-level phonics and word-analysis skills in decoding words. 3a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. 3b. Associate the long and short sounds with the common spellings. 3c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). 3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	
	ACCESS POINTS	
	LAFS.K.RF.3.AP.3a	Recognize the sound(s) for each letter.
	LAFS.K.RF.3.AP.3b	Produce the sound(s) for each letter.
	LAFS.K.RF.3.AP.3c	Identify words with long and short vowel sounds for the five major vowel sounds.
	LAFS.K.RF.3.AP.3d	Identify the sound that differs between two similarly spelled words (e.g., sit, hit).
	LAFS.K.RF.3.AP.3e	Read common kindergarten high-frequency words by sight.

Cluster: Fluency

STANDARD CODE	STANDARD	
LAFS.K.RF.4.4	Read emergent-reader texts with purpose and understanding.	
	ACCESS POINTS	
	LAFS.K.RF.4.AP.4a	Participate in reading emergent-reader texts.
	LAFS.K.RF.4.AP.4b	Read emergent-reader texts with purpose.
	LAFS.K.RF.4.AP.4c	Indicate something learned or enjoyed in reading emergent-reader texts.

Domain: Writing

Cluster: Text Types and Purposes

STANDARD CODE	STANDARD
LAFS.K.W.1.1	Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

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	ACCESS POINTS	
	LAFS.K.W.1.AP.1a	Draw, dictate or write an idea about a topic or text.
	LAFS.K.W.1.AP.1b	State an opinion or preference about the topic.
	LAFS.K.W.1.AP.1c	Write, draw or dictate an opinion statement about a topic or book of interest.
LAFS.K.W.1.2	Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	
	ACCESS POINTS	
	LAFS.K.W.1.AP.2a	With prompting and support, create a permanent product (e.g., select/generate responses to form paragraph/essay) that contains a main topic and details about an informational topic.
	LAFS.K.W.1.AP.2b	Use a combination of drawing, dictating and writing in response to a topic, text or stimulus (e.g., event, photo).
	LAFS.K.W.1.AP.2c	Organize information on a topic that includes two pieces of relevant content.
LAFS.K.W.1.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	
	ACCESS POINTS	
	LAFS.K.W.1.AP.3a	Use a combination of drawing, dictating and writing when generating story ideas in response to a topic, text or stimulus (e.g., event, photo, text, daily writing log).
	LAFS.K.W.1.AP.3b	Write, dictate or draw about an event.
	LAFS.K.W.1.AP.3c	Describe a single event or a series of events using drawings or simple sentences.
Cluster: Production and Distribution of Writing		
STANDARD CODE	STANDARD	
LAFS.K.W.2.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
	ACCESS POINTS	
	LAFS.K.W.2.AP.5a	With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.
	LAFS.K.W.2.AP.5b	With guidance and support, use feedback to (e.g., elaborate on story elements) to strengthen narrative writing.
	LAFS.K.W.2.AP.5c	With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.

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LAFS.K.W.2.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
	ACCESS POINTS
	LAFS.K.W.2.AP.6a	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Cluster: Research to Build and Present Knowledge

STANDARD CODE	STANDARD
LAFS.K.W.3.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
	ACCESS POINTS
	LAFS.K.W.3.AP.7a	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LAFS.K.W.3.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	ACCESS POINTS
	LAFS.K.W.3.AP.8a	Identify various sources that can be used to gather information (e.g., library books, magazines, Internet) or to answer questions (e.g., how do we find out?).
	LAFS.K.W.3.AP.8b	Use provided illustrations or visual displays to gain information on a topic.
	LAFS.K.W.3.AP.8c	With guidance and support from adults, gather information from provided sources (e.g., highlight, quote or paraphrase from source) to answer a question.
	LAFS.K.W.3.AP.8d	With guidance and support from adults, recall information from experiences to answer a question.

Domain: SPEAKING & LISTENING

Cluster: Comprehension and Collaboration

STANDARD CODE	STANDARD
LAFS.K.SL.1.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 1b. Continue a conversation through multiple exchanges.

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	ACCESS POINTS	
	LAFS.K.SL.1.AP.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
LAFS.K.SL.1.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	
	ACCESS POINTS	
	LAFS.K.SL.1.AP.2a	With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood.
	LAFS.K.SL.1.AP.2b	Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.
LAFS.K.SL.1.3	Ask and answer questions in order to seek help, get information or clarify something that is not understood.	
	ACCESS POINTS	
	LAFS.K.SL.1.AP.3a	Ask and answer questions in order to seek help, get information or clarify something that is not understood.
Cluster: Presentation of Knowledge and Ideas		
STANDARD CODE	STANDARD	
LAFS.K.SL.2.4	Describe familiar people, places, things and events and, with prompting and support, provide additional detail.	
	ACCESS POINTS	
`	LAFS.K.SL.2.AP.4a	Describe familiar people, places, things and events orally or in writing.
	LAFS.K.SL.2.AP.4b	With prompting and support, provide additional details to the description or drawings of familiar people, places, things and events.
	LAFS.K.SL.2.AP.4c	Present, orally or in writing, factual information of familiar people, places, things and events.
	LAFS.K.SL.2.AP.4d	Describe a single event or a series of events using drawings or simple sentences.
LAFS.K.SL.2.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	
	ACCESS POINTS	
	LAFS.K.SL.2.AP.5a	Use drawings or visual displays to add detail to written products or oral discussions.
LAFS.K.SL.2.6	Speak audibly and express thoughts, feelings and ideas clearly.	
	ACCESS POINTS	
	LAFS.K.SL.2.AP.6a	Orally share information from a selected permanent product or a favorite text.
Domain: LANGUAGE		
Cluster: Conventions of Standard English		

STANDARD CODE	STANDARD	
LAFS.K.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
	1a. Print many upper- and lowercase letters.	
	1b. Use frequently occurring nouns and verbs.	
	1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	
	1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	
	1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	
	1f. Produce and expand complete sentences in shared language activities.	
	ACCESS POINTS	
	LAFS.K.L.1.AP.1a	Print many upper- and lowercase letters.
	LAFS.K.L.1.AP.1b	Use high-frequency nouns in dictating or writing.
	LAFS.K.L.1.AP.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
	LAFS.K.L.1.AP.1d	Use complete sentences in a shared language activity.
	LAFS.K.L.1.AP.1e	Use appropriate question words when asking a question (e.g., who, what, where, when, why, how).
LAFS.K.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	
	2a. Capitalize the first word in a sentence and the pronoun "I."	
	2b. Recognize and name end punctuation.	
	2c. Write a letter or letters for most consonant and short vowel sounds (phonemes).	
	2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
	ACCESS POINTS	
	LAFS.K.L.1.AP.2a	Capitalize the first word in a sentence and the pronoun "I."
	LAFS.K.L.1.AP.2b	Write a letter or letters for consonant and short-vowel sounds (phonemes).
Cluster: Vocabulary Acquisition and Use		
STANDARD CODE	STANDARD	
LAFS.K.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
	4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing a duck is a bird and learning the verb to duck).	
	4b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	

	ACCESS POINTS	
	LAFS.K.L.3.AP.4a	Identify an affix or inflectional ending for a frequently occurring word.
	LAFS.K.L.3.AP.4b	Identify the meaning of common inflections and affixes.
	LAFS.K.L.3.AP.4c	Use meanings of common inflections and affixes as a clue to the meaning of an unknown word.
	LAFS.K.L.3.AP.4d	Identify new meanings for familiar words.
LAFS.K.L.3.5	With guidance and support from adults, explore word relationships and nuances in word meanings. 5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. 5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). 5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). 5d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	
	ACCESS POINTS	
	LAFS.K.L.3.AP.5a	With guidance and support, sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.
	LAFS.K.L.3.AP.5b	With guidance and support, match the opposites for frequently used verbs and adjectives.
	LAFS.K.L.3.AP.5c	With guidance and support, use newly acquired words in real-life context.
LAFS.K.L.3.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	
	ACCESS POINTS	
	LAFS.K.L.3.AP.6a	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
	LAFS.K.L.3.AP.6b	With guidance and support, use newly acquired words in real-life context.

Domain: LITERATURE		
Cluster: Key Ideas and Details		
STANDARD CODE	STANDARD	
LAFS.1.RL.1.1	Ask and answer questions about key details in a text.	
	ACCESS POINTS	
	LAFS.1.RL.1.AP.1a	Answer questions about key details in a story (e.g., who, what, when, where, why).
	LAFS.1.RL.1.AP.1b	Ask questions about key details in a familiar story.
LAFS.1.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
	ACCESS POINTS	
	LAFS.1.RL.1.AP.2a	Retell a favorite text, including key details.

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	LAFS.1.RL.1.AP.2b	Use details to tell what happened in a story.
	LAFS.1.RL.1.AP.2c	Retell the sequence of events in a story.
	LAFS.1.RL.1.AP.2d	Retell stories and demonstrate understanding of their central message or lesson.
LAFS.1.RL.1.3	Describe characters, settings and major events in a story, using key details.	
	ACCESS POINTS	
	LAFS.1.RL.1.AP.3a	Identify events in a familiar story.
	LAFS.1.RL.1.AP.3b	Use signal words (e.g., first, next, after, before) and key text details to describe the events of a story.
	LAFS.1.RL.1.AP.3c	Identify and/or describe the characters from a story.
	LAFS.1.RL.1.AP.3d	Identify and/or describe a major event from a story.
	LAFS.1.RL.1.AP.3e	Answer questions regarding key events of stories.
	LAFS.1.RL.1.AP.3f	Identify and/or describe a setting in a story.
	LAFS.1.RL.1.AP.3g	Describe feelings of characters.
Cluster: Craft and Structure		
STANDARD CODE	STANDARD	
LAFS.1.RL.2.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
	ACCESS POINTS	
	LAFS.1.RL.2.AP.4a	Ask questions to help determine or clarify the meaning of words in a text that suggest feelings or appeal to the senses.
	LAFS.1.RL.2.AP.4b	Answer questions to help determine or clarify the meaning of words in a text that suggest feelings or appeal to the senses.
	LAFS.1.RL.2.AP.4c	Ask questions to help determine or clarify the meaning of phrases in a text that suggest feelings or appeal to the senses.
	LAFS.1.RL.2.AP.4d	Answer questions to help determine or clarify the meaning of phrases in a text that suggest feelings or appeal to the senses.
LAFS.1.RL.2.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	
	ACCESS POINTS	
	LAFS.1.RL.2.AP.5a	Read books to examine how certain genres are written (e.g., to tell stories or give information).
	LAFS.1.RL.2.AP.5b	Identify the purpose of storybooks and informational text.
LAFS.1.RL.2.6	Identify who is telling the story at various points in a text.	

	ACCESS POINTS	
	LAFS.2.RL.2.AP.6a	Identify different points of view of different characters in a story. (e.g., who thinks it is a bad idea to play a joke on a friend?)

Cluster: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD	
LAFS.1.RL.3.7	Use illustrations and details in a story to describe its characters, setting or events.	
	ACCESS POINTS	
	LAFS.1.RL.3.AP.7a	Use text features to aid comprehension.
	LAFS.1.RL.3.AP.7b	Use key illustrations in the story to describe the story's characters, settings or events.
	LAFS.1.RL.3.AP.7c	Use illustrations and details in a story to describe its characters, setting or events.
LAFS.1.RL.3.9	Compare and contrast the adventures and experiences of characters in stories.	
	ACCESS POINTS	
	LAFS.1.RL.3.AP.9a	Compare and contrast (what is the same and what is different) the experiences of characters in stories.
	LAFS.1.RL.3.AP.9b	Compare and contrast the adventures of characters in stories.

Cluster: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD	
LAFS.1.RL.4.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	
	ACCESS POINTS	
	LAFS.1.RL.4.AP.10a	Choose narrative text (e.g., prose, poetry, story) or adapted text to read and reread, listen to or view for a variety purposes.

Domain: INFORMATIONAL TEXT

Cluster: Key Ideas and Details

STANDARD CODE	STANDARD	
LAFS.1.RI.1.1	Ask and answer questions about key details in a text.	
	ACCESS POINTS	
	LAFS.1.RI.1.AP.1a	Answer questions about key details in a text read, read aloud or viewed.
	LAFS.1.RI.1.AP.1b	Ask questions about key details in a text read, read aloud or viewed.
LAFS.1.RI.1.2	Identify the main topic and retell key details of a text.	
	ACCESS POINTS	
	LAFS.1.RI.1.AP.2a	Discuss key details and the main topic of a preferred text.
	LAFS.1.RI.1.AP.2b	Identify the main topic of an informational text.

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	LAFS.1.RI.1.AP.2c	Retell/identify key details in an informational text.
LAFS.1.RI.1.3	Describe the connection between two individuals, events, ideas or pieces of information in a text.	
	ACCESS POINTS	
	LAFS.1.RI.1.AP.3a	Describe the connection between two individuals in a text.
	LAFS.1.RI.1.AP.3b	Describe the connection between events in a text.
	LAFS.1.RI.1.AP.3c	Describe the connection between pieces of information in a text.
Cluster: Craft and Structure		
STANDARD CODE	STANDARD	
LAFS.1.RI.2.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	
	ACCESS POINTS	
	LAFS.1.RI.2.AP.4a	Ask questions to help determine or clarify the meaning of words in a text.
	LAFS.1.RI.2.AP.4b	Answer questions to help determine or clarify the meaning of words in a text.
	LAFS.1.RI.2.AP.4c	Ask questions to help determine or clarify the meaning of phrases in a text.
	LAFS.1.RI.2.AP.4d	Answer questions to help determine or clarify the meaning of phrases in a text.
LAFS.1.RI.2.5	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.	
	ACCESS POINTS	
	LAFS.1.RI.2.AP.5a	Identify text features to aid comprehension.
	LAFS.1.RI.2.AP.5b	Use text features to aid comprehension.
	LAFS.1.RI.2.AP.5c	Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text.
LAFS.1.RI.2.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	
	ACCESS POINTS	
	LAFS.1.RI.2.AP.6a	Identify the information provided by pictures or other illustrations in a text.
	LAFS.1.RI.2.AP.6b	Identify the information provided by words in a text.
	LAFS.1.RI.2.AP.6c	Compare and contrast the information provided by pictures or other illustrations in a text.
	LAFS.1.RI.2.AP.6d	Compare and contrast the information provided by words in a text.
Cluster: Integration of Knowledge and Ideas		
STANDARD CODE	STANDARD	

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LAFS.1.RI.3.7	Use the illustrations and details in a text to describe its key ideas.	
	ACCESS POINTS	
	LAFS.1.RI.3.AP.7a	Use the photos, diagrams or graphics in a text to describe or identify its key ideas.
	LAFS.1.RI.3.AP.7b	Use the details in a text to describe its key ideas.
LAFS.1.RI.3.8	Identify the reasons an author gives to support points in a text.	
	ACCESS POINTS	
	LAFS.1.RI.3.AP.8a	Identify the facts and details an author gives to support points in a text.
LAFS.1.RI.3.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	
	ACCESS POINTS	
	LAFS.1.RI.3.AP.9a	Identify basic similarities in two texts on the same topic (e.g., in illustrations, descriptions or procedures).
	LAFS.1.RI.3.AP.9b	Identify basic differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).
Cluster: Range of Reading and Level of Text Complexity		
STANDARD CODE	STANDARD	
LAFS.1.RI.4.10	With prompting and support, read informational texts appropriately complex for grade 1.	
	ACCESS POINTS	
	LAFS.1.RI.4.AP.10a	Choose text of increasing complexity to read and reread, listen to or view for informational purposes (e.g., to answer questions; understand the world around them).
Domain: FOUNDATIONAL SKILLS		
Cluster: Print Concepts		
STANDARD CODE	STANDARD	
LAFS.1.RF.1.1	Demonstrate understanding of the organization and basic features of print. 1a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	
	ACCESS POINTS	
	LAFS.1.RF.1.AP.1a	Recognize the distinguishing features of a sentence (e.g., ending punctuation).
	LAFS.1.RF.1.AP.1b	Recognize the distinguishing features of a sentence (e.g., first word, capitalization).
Cluster: Phonological Awareness		
STANDARD CODE	STANDARD	

LAFS.1.RF.2.2	Demonstrate understanding of spoken words, syllables and sounds (phonemes). 2a. Distinguish long from short vowel sounds in spoken single-syllable words 2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2c. Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words. 2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	
	ACCESS POINTS	
	LAFS.1.RF.2.AP.2a	Identify long or short vowel sounds in spoken single-syllable words.
	LAFS.1.RF.2.AP.2b	Produce single-syllable words by blending the individual sounds (phonemes) together, including consonant blends.
	LAFS.1.RF.2.AP.2c	Isolate and/or produce initial sound in consonant-vowel-consonant (CVC) words.
	LAFS.1.RF.2.AP.2d	Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words.
	LAFS.1.RF.2.AP.2e	Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words.
	LAFS.1.RF.2.AP.2f	Orally produce the complete sequence of individual sounds (phonemes) in single-syllable words.

Cluster: Phonics and Word Recognition	
STANDARD CODE	STANDARD
LAFS.1.RF.3.3	Know and apply grade-level phonics and word-analysis skills in decoding words. 3a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). 3b. Decode regularly spelled one-syllable words. 3c. Know final -e and common vowel team conventions for representing long vowel sounds. 3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 3e. Decode two-syllable words following basic patterns by breaking the words into syllables. 3f. Read words with inflectional endings. 3g. Recognize and read grade-appropriate irregularly spelled words.	

	ACCESS POINTS	
	LAFS.1.RF.3.AP.3a	Identify common consonant digraphs using their sound correspondence (e.g., write/state/select "ch" when sounded out).
	LAFS.1.RF.3.AP.3b	Decode regularly spelled consonant-vowel-consonant (CVC), CV and VC words.
	LAFS.1.RF.3.AP.3c	Recognize silent e as the reason the vowel sound is a long vowel sound in a word.
	LAFS.1.RF.3.AP.3d	Determine the number of syllables in a printed word based on knowledge that every syllable must have a vowel sound.

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	LAFS.1.RF.3.AP.3e	Recognize and pronounce two-syllable words by using knowledge of how to break words into syllables.
	LAFS.1.RF.3.AP.3f	Read or identify frequently occurring words with inflectional endings.
	LAFS.1.RF.3.AP.3g	Recognize and pronounce grade-appropriate irregularly spelled words.

Cluster: Fluency

STANDARD CODE	STANDARD	
LAFS.1.RF.4.4	Read with sufficient accuracy and fluency to support comprehension. 4a. Read grade-level text with purpose and understanding. 4b. Read grade-level text orally with accuracy, appropriate rate and expression. 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
	ACCESS POINTS	
	LAFS.1.RF.4.AP.4a	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).
	LAFS.1.RF.4.AP.4b	Read grade-level text with accuracy and appropriate rate on successive attempts.
	LAFS.1.RF.4.AP.4c	Read grade-level text with accuracy, appropriate rate and expression (when applicable) on successive readings.

Domain: Writing

Cluster: Text Types and Purposes

STANDARD CODE	STANDARD	
LAFS.1.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.	
	ACCESS POINTS	
	LAFS.1.W.1.AP.1a	Use descriptions and details of familiar people, places, things and events to support an opinion.
	LAFS.1.W.1.AP.1b	Write, draw or dictate an opinion statement using accurate information as reasoning about a topic or book of interest.
	LAFS.1.W.1.AP.1c	Organize an opinion piece starting with a topical or opinion statement followed by reasons.
	LAFS.1.W.1.AP.1d	Write an opinion piece that includes a sense of closure.
LAFS.1.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.	
	ACCESS POINTS	

	LAFS.1.W.1.AP.2a	Write simple statements that name a topic and supply some facts about the topic.
	LAFS.1.W.1.AP.2b	Provide a concluding statement or section to a permanent product.
LAFS.1.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure.	
	ACCESS POINTS	
	LAFS.1.W.1.AP.3a	Describe orally or in writing a single event or a series of events that includes details about what happened.
	LAFS.1.W.1.AP.3b	When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).
	LAFS.1.W.1.AP.3c	Write a narrative that includes a sense of closure.
Cluster: Production and Distribution of Writing		
STANDARD CODE	STANDARD	
LAFS.1.W.2.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
	ACCESS POINTS	
	LAFS.1.W.2.AP.5a	With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen writing.
	LAFS.1.W.2.AP.5b	With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.
	LAFS.1.W.2.AP.5c	With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.
	LAFS.1.W.2.AP.5d	With guidance and support from adults, respond to questions and suggestions from others to strengthen writing.
	LAFS.1.W.2.AP.5e	With guidance and support from adults, work with a peer to evaluate a permanent product.
LAFS.1.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
	ACCESS POINTS	
	LAFS.1.W.2.AP.6a	With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish writing, including collaborating with peers.
	LAFS.1.W.2.AP.6b	With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.

Cluster: Research to Build and Present Knowledge	
STANDARD CODE	**STANDARD**
LAFS.1.W.3.7	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).
	ACCESS POINTS
	LAFS.1.W.3.AP.7a — Participate in shared research to gather information about a topic (e.g., drawings, visual displays, labels).
	LAFS.1.W.3.AP.7b — Participate in a shared writing project to produce a product to represent the group's research.
	LAFS.1.W.3.AP.7c — Generate ideas and/or opinions when participating in shared writing projects.
LAFS.1.W.3.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	ACCESS POINTS
	LAFS.1.W.3.AP.8a — With guidance and support from adults, recall information from experiences to answer a question.
	LAFS.1.W.3.AP.8b — Utilize various sources (e.g., word wall, book talks, visuals/images, Internet) that are provided to gather information in order to answer questions (how do we find out?).
	LAFS.1.W.3.AP.8c — Use illustrations and details in a text to obtain facts and compose information on a topic.

Domain: SPEAKING & LISTENING	
Cluster: Comprehension and Collaboration	
STANDARD CODE	**STANDARD**
LAFS.1.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. 1c. Ask questions to clear up any confusion about the topics and texts under discussion.
	ACCESS POINTS
	LAFS.1.SL.1.AP.1a — Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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	LAFS.1.SL.1.AP.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
	LAFS.1.SL.1.AP.1c	Ask questions to clear up any confusion about the topics or texts under discussion.
LAFS.1.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
	ACCESS POINTS	
	LAFS.1.SL.1.AP.2a	Engage in small or large group discussion of texts or topics presented orally or through other media.
	LAFS.1.SL.1.AP.2b	Answer questions about key details in a story (e.g., who, what, when, where, why) or information presented orally or through other media.
	LAFS.1.SL.1.AP.2c	Ask questions about key details in a story or information presented orally or through other media.
LAFS.1.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
	ACCESS POINTS	
	LAFS.1.SL.1.AP.3a	Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.
	LAFS.1.SL.1.AP.3b	Answer questions about what a speaker says.
Cluster: Presentation of Knowledge and Ideas		
STANDARD CODE	STANDARD	
LAFS.1.SL.2.4	Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.	
	ACCESS POINTS	
	LAFS.1.SL.2.AP.4a	Retell a text, including key details.
	LAFS.1.SL.2.AP.4b	Describe factual information about people, places, things and events with relevant details orally or in writing.
	LAFS.1.SL.2.AP.4c	Present, orally or in writing, factual information of familiar people, places, things and events describing subtopics of larger topics.
	LAFS.1.SL.2.AP.4d	Describe ideas about familiar people, places, things and events with details orally or in writing.
	LAFS.1.SL.2.AP.4e	Describe people, places, things and events with relevant details.
	LAFS.1.SL.2.AP.4f	Describe a single event or a series of events that includes details about what happened orally or in writing.

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	LAFS.1.SL.2.AP.4g	Describe familiar people, places, things and events with details orally or in writing.
LAFS.1.SL.2.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.	
	ACCESS POINTS	
	LAFS.1.SL.2.AP.5a	Use drawings or visual displays to add detail to written products or oral discussions.
LAFS.1.SL.2.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3.)	
	ACCESS POINTS	
	LAFS.1.SL.2.AP.6a	Engage in small or large group discussions by sharing one's own writing.
	LAFS.1.SL.2.AP.6b	Produce (through dictation, writing, word array, picture) complete sentences when appropriate to the task and situation.

Domain: LANGUAGE		
Cluster: Conventions of Standard English		
STANDARD CODE	STANDARD	
LAFS.1.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1a. Print all upper- and lowercase letters. 1b. Use common, proper and possessive nouns. 1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). 1d. Use personal, possessive and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). 1e. Use verbs to convey a sense of past, present and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). 1f. Use frequently occurring adjectives. 1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). 1h. Use determiners (e.g., articles, demonstratives). 1i. Use frequently occurring prepositions (e.g., during, beyond, toward). 1j. Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.	
	ACCESS POINTS	
	LAFS.1.L.1.AP.1a	Use frequently occurring nouns in speaking or writing.
	LAFS.1.L.1.AP.1b	Print upper- and lowercase letters.
	LAFS.1.L.1.AP.1c	Use personal, possessive and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) in writing or speaking.
	LAFS.1.L.1.AP.1d	Use frequently occurring adjectives in speaking or writing.

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	LAFS.1.L.1.AP.1e	Use singular and plural nouns with matching verbs in basic sentences when speaking or writing.
	LAFS.1.L.1.AP.1f	Use verbs to convey a sense of past, present or future in writing or speaking.
	LAFS.1.L.1.AP.1g	Use frequently occurring prepositions (e.g., on, in) in speaking or writing.
	LAFS.1.L.1.AP.1h	Use frequently occurring conjunctions (e.g., and, but, or, so, because) in writing or speaking.
	LAFS.1.L.1.AP.1i	Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.
LAFS.1.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. 2a. Capitalize dates and names of people. 2b. Use end punctuation for sentences. 2c. Use commas in dates and to separate single words in a series. 2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
	ACCESS POINTS	
	LAFS.1.L.1.AP.2a	Use end punctuation for sentences.
	LAFS.1.L.1.AP.2b	Use capitalization of first word in sentence, pronoun "I," dates and names of people.
	LAFS.1.L.1.AP.2c	Use conventional spelling for words with common spelling patterns.
Cluster: Vocabulary Acquisition and Use		
STANDARD CODE	STANDARD	
LAFS.1.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. 4a. Use sentence-level context as a clue to the meaning of a word or phrase. 4b. Use frequently occurring affixes as a clue to the meaning of a word. 4c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	
	ACCESS POINTS	
	LAFS.1.L.3.AP.4a	Use frequently occurring affixes as a clue to determine the meaning of the word.
	LAFS.1.L.3.AP.4b	Use context within a sentence as a clue to determine the meaning of a word or phrase.

LAFS.1.L.3.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. 5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 5b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). 5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). 5d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	
	ACCESS POINTS	
	LAFS.1.L.3.AP.5a	With guidance and support, identify the category for a given word (e.g., a duck is a bird).
	LAFS.1.L.3.AP.5b	With guidance and support, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.
	LAFS.1.L.3.AP.5c	With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.
	LAFS.1.L.3.AP.5d	With guidance and support, use newly acquired words in real-life context.
LAFS.1.L.3.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).	
	ACCESS POINTS	
	LAFS.1.L.3.AP.6a	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
	LAFS.1.L.3.AP.6b	With guidance and support, use newly acquired words in real-life context.
	LAFS.1.L.3.AP.6c	Use frequently occurring conjunctions to signal simple relationships.
Domain: LITERATURE		
Cluster: Key Ideas and Details		
STANDARD CODE	STANDARD	
LAFS.2.RL.1.1	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	
	ACCESS POINTS	
	LAFS.2.RL.1.AP.1a	Answer who, what, where, when, why and how questions using key details from text.

	LAFS.2.RL.1.AP.1b	Ask who, what, where, when, why and how questions to demonstrate understanding of key details from text.
LAFS.2.RL.1.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.	
	ACCESS POINTS	
	LAFS.2.RL.1.AP.2a	Use details to recount stories, including fables and folktales from diverse cultures.
	LAFS.2.RL.1.AP.2b	Determine the central message, lesson or moral of fables and folktales from diverse cultures.
LAFS.2.RL.1.3	Describe how characters in a story respond to major events and challenges.	
	ACCESS POINTS	
	LAFS.2.RL.1.AP.3a	Describe or select a description of a major event or problem in a story.
	LAFS.2.RL.1.AP.3b	Describe or select a description of how characters respond to major events or problems in a story.
Cluster: Craft and Structure		
STANDARD CODE	STANDARD	
LAFS.2.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.	
	ACCESS POINTS	
	LAFS.2.RL.2.AP.4a	Identify the literary devices (e.g., regular beats, alliteration, rhymes, repeated lines) in a story, poem or song.
	LAFS.2.RL.2.AP.4b	Describe how the literary devices (e.g., regular beats, alliteration, rhymes, repeated lines) supply meaning in a story, poem or song.
LAFS.2.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
	ACCESS POINTS	
	LAFS.2.RL.2.AP.5a	Describe or select the description of what happened in (or key events from) the beginning of the story.
	LAFS.2.RL.2.AP.5b	Describe or select the description of what happened in (or key events from) the end of the story.
	LAFS.2.RL.2.AP.5c	Use signal words (e.g., then, while, because, when, after-before, later) to describe event sequence, actions and interactions in a story.

LAFS.2.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
	ACCESS POINTS	
	LAFS.2.RL.2.AP.6a	Identify the different points of view of different characters in a story (e.g., who thinks it is a bad idea to play a joke on a friend?).

Cluster: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD	
LAFS.2.RL.3.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.	
	ACCESS POINTS	
	LAFS.2.RL.3.AP.7a	Use illustrations and words in text to answer questions about the characters, key events, problem or solution in a story.
	LAFS.2.RL.3.AP.7b	Use information gained from illustrations to describe elements within the setting.
	LAFS.2.RL.3.AP.7c	Use information gained from illustrations and words in text to describe a character's feelings or what a character wanted.
	LAFS.2.RL.3.AP.7d	Use information gained from illustrations and words in text to describe relationships between characters (e.g., mother/daughter, love/hate).
LAFS.2.RL.3.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	
	ACCESS POINTS	
	LAFS.2.RL.3.AP.9a	Compare and contrast illustrations or visuals between two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
	LAFS.2.RL.3.AP.9b	Compare and contrast characters or events between two or more versions of the same story by different authors or from different cultures.

Cluster: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD	
LAFS.2.RL.4.10	By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	ACCESS POINTS	

	LAFS.2.RL.4.AP.10a	Choose narrative text or adapted text to read and reread, listen to or view for leisure purposes.

Domain: INFORMATIONAL TEXT

Cluster: Key Ideas and Details

STANDARD CODE	STANDARD	
LAFS.2.RI.1.1	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	
	ACCESS POINTS	
	LAFS.2.RI.1.AP.1a	Answer who, what, where, when, why and how questions from informational text.
LAFS.2.RI.1.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	
	ACCESS POINTS	
	LAFS.2.RI.1.AP.2a	Identify the main topic of a multi-paragraph informational text.
	LAFS.2.RI.1.AP.2b	Identify the focus of specific paragraphs within in an informational text.
LAFS.2.RI.1.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
	ACCESS POINTS	
	LAFS.2.RI.1.AP.3a	Identify the connection between a series of historical events in an informational text.
	LAFS.2.RI.1.AP.3b	Identify the steps in a process in an informational text and describe how they are connected.
	LAFS.2.RI.1.AP.3c	Identify the connection between scientific ideas or concepts in an informational text.

Cluster: Craft and Structure

STANDARD CODE	STANDARD	
LAFS.2.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	
	ACCESS POINTS	
	LAFS.2.RI.2.AP.4a	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LAFS.2.RI.2.5	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.	
	ACCESS POINTS	
	LAFS.2.RI.2.AP.5a	Identify and use various text features to locate key facts or information in a text efficiently.
LAFS.2.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain or describe.	
	ACCESS POINTS	

	LAFS.2.RI.2.AP.6a	Identify the main purpose of a text, including what question the author is answering, explaining or describing.
Cluster: Integration of Knowledge and Ideas		
STANDARD CODE	**STANDARD**	
LAFS.2.RI.3.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	
	ACCESS POINTS	
	LAFS.2.RI.3.AP.7a	Explain or identify what specific images teach the reader to do or tell the reader.
LAFS.2.RI.3.8	Describe how an author uses reasons to support specific points in a text.	
	ACCESS POINTS	
	LAFS.2.RI.3.AP.8a	Identify the facts and details an author gives to support points in a text.
	LAFS.2.RI.3.AP.8b	Describe how facts and details support specific points the author makes in a text.
LAFS.2.RI.3.9	Compare and contrast the most important points presented by two texts on the same topic.	
	ACCESS POINTS	
	LAFS.2.RI.3.AP.9a	Compare the most important points presented by two texts on the same topic.
	LAFS.2.RI.3.AP.9b	Contrast the most important points presented by two texts on the same topic.
Cluster: Range of Reading and Level of Text Complexity		
STANDARD CODE	**STANDARD**	
LAFS.2.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding.	
	ACCESS POINTS	
	LAFS.2.RI.4.AP.10a	Choose informational text to read and reread, listen to or view for understanding.
	LAFS.2.RI.4.AP.10b	Choose text to read and reread, listen to or view for informational purposes (e.g., to answer questions; to understand the world around them).
	LAFS.2.RI.4.AP.10c	Discuss key details and main topic of an informational text.
Domain: FOUNDATIONAL SKILLS		
Cluster: Phonics and Word Recognition		
STANDARD CODE	**STANDARD**	

LAFS.2.RF.3.3	Know and apply grade-level phonics and word-analysis skills in decoding words. 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. 3b. Know spelling-sound correspondences for additional common vowel teams. 3c. Decode regularly spelled two-syllable words with long vowels. 3d. Decode words with common prefixes and suffixes. 3e. Identify words with inconsistent but common spelling-sound correspondences. 3f. Recognize and read grade-appropriate irregularly spelled words.	
	ACCESS POINTS	
	LAFS.2.RF.3.AP.3a	Identify long and short vowels in regularly spelled one-syllable words.
	LAFS.2.RF.3.AP.3b	Decode regularly spelled one-syllable words with long vowels.
	LAFS.2.RF.3.AP.3c	Decode regularly spelled two-syllable words with long vowels.
	LAFS.2.RF.3.AP.3d	Decode words with common prefixes and suffixes.
	LAFS.2.RF.3.AP.3e	Identify words with inconsistent but common spelling-sound correspondences.
	LAFS.2.RF.3.AP.3f	Recognize and/or read grade-appropriate irregularly spelled words.

Cluster: Fluency		
STANDARD CODE	STANDARD	
LAFS.2.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	
	ACCESS POINTS	
	LAFS.2.RF.4.AP.4a	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).
	LAFS.2.RF.4.AP.4b	Identify grade-level words with accuracy and on successive attempts.
	LAFS.2.RF.4.AP.4c	Read grade-level text with accuracy, appropriate rate and expression (when applicable) on successive readings.
	LAFS.2.RF.4.AP.4d	Use context to confirm or self-correct word recognition.

Domain: Writing		
Cluster: Text Types and Purposes		
STANDARD CODE	STANDARD	
LAFS.2.W.1.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons and provide a concluding statement or section.	
	ACCESS POINTS	

	LAFS.2.W.1.AP.1a	State an opinion or preference about the topic or text and at least one reason for the opinion.
	LAFS.2.W.1.AP.1b	Connect gathered facts to support an opinion using linking words in persuasive writing.
	LAFS.2.W.1.AP.1c	Write, draw or dictate an opinion statement, several reasons that support the opinion and a concluding statement about a topic or book of interest.
	LAFS.2.W.1.AP.1d	Organize an opinion piece starting with a topical or opinion statement followed by related reasons with supporting evidence and ending with a concluding statement.
LAFS.2.W.1.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.	
	ACCESS POINTS	
	LAFS.2.W.1.AP.2a	Write statements that name a topic and supply some facts about the topic.
	LAFS.2.W.1.AP.2b	When writing information/explanatory texts, represent facts and descriptions through the use of illustrations and captions.
	LAFS.2.W.1.AP.2c	Order factual statements to describe a sequence of events or explain a procedure.
	LAFS.2.W.1.AP.2d	Provide a concluding statement or section to a permanent product.
LAFS.2.W.1.3	Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts and feelings; use temporal words to signal event order; and provide a sense of closure.	
	ACCESS POINTS	
	LAFS.2.W.1.AP.3a	Describe a single event or a series of events that describes actions, thoughts or feelings.
	LAFS.2.W.1.AP.3b	When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).
	LAFS.2.W.1.AP.3c	Organize text providing information regarding who, what and why while maintaining a single focus.
	LAFS.2.W.1.AP.3d	Write a narrative that includes a sense of closure.
Cluster: Production and Distribution of Writing		
STANDARD CODE	STANDARD	
LAFS.2.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
	ACCESS POINTS	
	LAFS.2.W.2.AP.5a	With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.

	LAFS.2.W.2.AP.5b	With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.
	LAFS.2.W.2.AP.5c	With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.
	LAFS.2.W.2.AP.5d	With guidance and support from adults and peers, respond to questions and suggestions from others to strengthen writing.
	LAFS.2.W.2.AP.5e	With guidance and support from adults, work with a peer to revise a permanent product.
	LAFS.2.W.2.AP.5f	With guidance and support from adults, work with a peer to edit a permanent product.
LAFS.2.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
	ACCESS POINTS	
	LAFS.2.W.2.AP.6a	With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish writing, including collaborating with peers.
	LAFS.2.W.2.AP.6b	With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.
Cluster: Research to Build and Present Knowledge		
STANDARD CODE	STANDARD	
LAFS.2.W.3.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	
	ACCESS POINTS	
	LAFS.2.W.3.AP.7a	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
	LAFS.2.W.7.AP.7b	Generate ideas and/or opinions when participating in shared writing projects.
LAFS.2.W.3.8	Recall information from experiences or gather information from provided sources to answer a question.	
	ACCESS POINTS	
	LAFS.2.W.3.AP.8a	Recall information from experiences to answer a question.
	LAFS.2.W.7.AP.8b	With guidance and support from adults, gather information from provided sources (e.g., highlight) to answer a question.
	LAFS.2.W.7.AP.8c	Use simple note-taking strategies (e.g., double entry journal, Venn diagram, t chart, discussion web) to record reasons for or against a topic.
	LAFS.2.W.7.AP.8d	Create a permanent product (e.g., t-chart, word sort) to distinguish facts and opinion.

	LAFS.2.W.7.AP.8e	Use simple note taking strategies or organizers (e.g., numbering, t-charts, graphic organizers) to gather information from provided sources.
	LAFS.2.W.7.AP.8f	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Domain: SPEAKING & LISTENING		
Cluster: Comprehension and Collaboration		
STANDARD CODE	STANDARD	
LAFS.2.SL.1.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 1b. Build on others' talk in conversations by linking their comments to the remarks of others. 1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	
	ACCESS POINTS	
	LAFS.2.SL.1.AP.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).
	LAFS.2.SL.1.AP.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
LAFS.2.SL.1.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
	ACCESS POINTS	
	LAFS.2.SL.1.AP.2a	Engage in small or large group discussion of texts presented orally or through other media.
	LAFS.2.SL.1.AP.2b	Recount or describe key ideas or details from literary or informational text read aloud or information presented orally or through other media.
LAFS.2.SL.1.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue.	
	ACCESS POINTS	
	LAFS.2.SL.1.AP.3a	Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.
	LAFS.2.SL.1.AP.3b	Answer questions about what a speaker says in order to clarify misunderstandings.
Cluster: Presentation of Knowledge and Ideas		
STANDARD CODE	STANDARD	

LAFS.2.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
	ACCESS POINTS	
	LAFS.2.SL.2.AP.4a	Engage in small or large group discussions by sharing one's own writing.
	LAFS.2.SL.2.AP.4b	Describe, orally or in writing, factual information about familiar people, places, things and events with details.
	LAFS.2.SL.2.AP.4c	Provide at least two facts for each subtopic identified for a larger topic.
	LAFS.2.SL.2.AP.4d	Describe ideas about familiar people, places, things and events.
	LAFS.2.SL.2.AP.4e	Share a story or recount an experience with appropriate facts and relevant, descriptive details.
	LAFS.2.SL.2.AP.4f	Describe a single event or a series of events that describes actions, thoughts or feelings.
LAFS.2.SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.	
	ACCESS POINTS	
	LAFS.2.SL.2.AP.5a	Use drawings or other visual displays to clarify ideas, thoughts and feelings.
LAFS.2.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3.)	
	ACCESS POINTS	
	LAFS.2.SL.2.AP.6a	Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.
Domain: LANGUAGE		
Cluster: Conventions of Standard English		
STANDARD CODE	STANDARD	

LAFS.2.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	a. Demonstrate legible printing skills.
	b. Use collective nouns (e.g., group).
	c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
	d. Use reflexive pronouns (e.g., myself, ourselves).
	e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
	f. Use adjectives and adverbs, and choose between them depending on what is to be modified.
	g. Produce, expand and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

ACCESS POINTS	
LAFS.2.L.1.AP.1a	Use collective and irregular plural nouns in writing and speaking.
LAFS.2.L.1.AP.1b	Use past tense irregular verbs in writing and speaking.
LAFS.2.L.1.AP.1c	Use adjectives and adverbs in writing and speaking.
LAFS.2.L.1.AP.1d	Use reflexive pronouns (e.g., myself, ourselves) in writing and speaking.
LAFS.2.L.1.AP.1e	Produce and expand upon simple or compound sentences in writing and speaking.

LAFS.2.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
	2a. Capitalize holidays, product names and geographic names.
	2b. Use commas in greetings and closings of letters.
	2c. Use an apostrophe to form contractions and frequently occurring possessives.
	2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
	2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

ACCESS POINTS	
LAFS.2.L.1.AP.2a	Capitalize dates, name of people, holidays, product names and geographic names.

Cluster: Knowledge of Language	
STANDARD CODE	STANDARD

LAFS.2.L.2.3	Use knowledge of language and its conventions when writing, speaking , reading or listening.
	a. Compare formal and informal uses of English.

ACCESS POINTS	
LAFS.2.L.2.AP.3a	Identify a given text as formal or informal English.

Cluster: Vocabulary Acquisition and Use	

STANDARD CODE	STANDARD
LAFS.2.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. 4a. Use sentence-level context as a clue to the meaning of a word or phrase. 4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). 4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). 4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

ACCESS POINTS	
LAFS.2.L.3.AP.4a	Determine the meaning of a new word formed when a known prefix is added to the known word or root.
LAFS.2.L.3.AP.4b	Use knowledge of the meaning of individual words to predict the meaning of compound words.
LAFS.2.L.3.AP.4c	Use sentence context as a clue to the meaning of a word or phrase.
LAFS.2.L.3.AP.4d	Use a glossary or beginning dictionary to determine the meaning of a word.

STANDARD CODE	STANDARD
LAFS.2.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings. 5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). 5b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

ACCESS POINTS	
LAFS.2.L.3.AP.5a	Distinguish shades of meaning among related verbs and adjectives by defining them or acting out their meaning.
LAFS.2.L.3.AP.5b	Use newly acquired words in real-life context.

STANDARD CODE	STANDARD
LAFS.2.L.3.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

ACCESS POINTS	

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LAFS.2.L.3.AP.6a	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
LAFS.2.L.3.AP.6b	Identify connections with previously understood words to acquire the meaning of a new word (e.g., weeping is like crying).
LAFS.2.L.3.AP.6c	Use newly acquired words in real-life context.
LAFS.2.L.3.AP.6d	Use adjectives to describe nouns.
LAFS.2.L.3.AP.6e	Use adverbs to describe verbs.

Domain: LITERATURE

Cluster: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.3.RL.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	ACCESS POINTS
LAFS.3.RL.1.AP.1a	Answer questions related to characters, setting, events or conflicts.
LAFS.3.RL.1.AP.1b	Answer questions (literal and inferential) and refer to text to support your answer.
LAFS.3.RL.1.AP.1c	Support inferences, opinions and conclusions using evidence from the text, including illustrations.
LAFS.3.RL.1.AP.1d	Ask questions about the text (relationship between characters, events, conflicts) to demonstrate understanding.
LAFS.3.RL.1.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.
	ACCESS POINTS
LAFS.3.RL.1.AP.2a	Identify the central message (theme), lesson or moral within a story, folktale or fable from diverse cultures.
LAFS.3.RL.1.AP.2b	Use details to recount stories, including fables and folktales from diverse cultures.
LAFS.3.RL.1.AP.2c	Use information in the text to determine and explain a lesson learned by a character or theme within the story.

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	LAFS.3.RL.1.AP.2d	Read or listen to and recount self-selected stories, fables, folktales, myths and other types of texts.
LAFS.3.RL.1.3	Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.	
	ACCESS POINTS	
	LAFS.3.RL.1.AP.3a	Describe a character's traits in a story using details from the text and illustrations.
	LAFS.3.RL.1.AP.3b	Explain how characters' actions contribute to the sequence of events/plot.
	LAFS.3.RL.1.AP.3c	Explain a character's motivation in a story using the character's thoughts, words and actions as evidence from the text.
	LAFS.3.RL.1.AP.3d	Explain a character's feelings in a story using the character's thoughts, words and actions as evidence from the text.
	LAFS.3.RL.1.AP.3e	Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions).
	LAFS.3.RL.1.AP.3f	Analyze how a character's point of view influences a conflict within a text.
Cluster: Craft and Structure		
STANDARD CODE	STANDARD	
LAFS.3.RL.2.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	
	ACCESS POINTS	
	LAFS.3.RL.2.AP.4a	Distinguish literal from non-literal language.
	LAFS.3.RL.2.AP.4b	Determine the meaning of literal and non-literal words and phrases as they are used in a text.
LAFS.3.RL.2.5	Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.	
	ACCESS POINTS	
	LAFS.3.RL.2.AP.5a	Identify parts and structure of stories.
	LAFS.3.RL.2.AP.5b	Identify how the structure of a poem is different than a story (e.g., rhymes are shorter than stories; stanza instead of paragraph).
	LAFS.3.RL.2.AP.5c	Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).
	LAFS.3.RL.2.AP.5d	Describe how each part (chapter, scene or stanza) of a story, play or poem builds on earlier parts.

LAFS.3.RL.2.6	Distinguish their own point of view from that of the narrator or those of the characters.	
	ACCESS POINTS	
	LAFS.3.RL.2.AP.6a	Identify narrator's or character's point of view.
	LAFS.3.RL.2.AP.6b	Identify own point of view.
	LAFS.3.RL.2.AP.6c	Distinguish their own point of view from that of the narrator or those of the characters.
Cluster: Integration of Knowledge and Ideas		
STANDARD CODE	STANDARD	
LAFS.3.RL.3.7	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).	
	ACCESS POINTS	
	LAFS.3.RL.3.AP.7a	Support inferences, opinions and conclusions using evidence from the text illustrations.
	LAFS.3.RL.3.AP.7b	Use descriptive words and illustrations/visuals from a story read or viewed to explain the mood in a given part of the story.
	LAFS.3.RL.3.AP.7c	Explain how the text's illustrations contribute to meaning.
LAFS.3.RL.3.9	Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	
	ACCESS POINTS	
	LAFS.3.RL.3.AP.9a	Compare the similarities of two or more texts or adapted texts on the same topic or by the same author.
	LAFS.3.RL.3.AP.9b	Contrast the differences of settings/plots of stories written by the same author about the same or similar characters.
Cluster: Range of Reading and Level of Text Complexity		
STANDARD CODE	STANDARD	
LAFS.3.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band, independently and proficiently.	
	ACCESS POINTS	
	LAFS.3.RL.4.AP.10a	Read or listen to and recount self-selected stories, fables, folktales, myths and other types of texts or adapted text.
Domain: INFORMATIONAL TEXT		

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Cluster: Key Ideas and Details	
STANDARD CODE	**STANDARD**
LAFS.3.RI.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	ACCESS POINTS
	LAFS.3.RI.1.AP.1a — Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	LAFS.3.RI.1.AP.1b — Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
	LAFS.3.RI.1.AP.1c — Ask questions to demonstrate understanding.
LAFS.3.RI.1.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
	ACCESS POINTS
	LAFS.3.RI.1.AP.2a — Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
	LAFS.3.RI.1.AP.2b — Determine the main idea of a text; recount the key details and explain how they support the main idea.
	LAFS.3.RI.1.AP.2c — Identify facts that an author uses to support a specific point or opinion.
LAFS.3.RI.1.3	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.
	ACCESS POINTS
	LAFS.3.RI.1.AP.3a — Identify the sequence of events in an informational text.
	LAFS.3.RI.1.AP.3b — Identify the steps in a process in an informational text.
	LAFS.3.RI.1.AP.3c — Identify the cause and effect relationships in an informational text.
Cluster: Craft and Structure	
STANDARD CODE	**STANDARD**
LAFS.3.RI.2.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
	ACCESS POINTS
	LAFS.3.RI.2.AP.4a — Determine the meaning of general academic words and phrases in a text relevant to a grade 3 topic or subject area.

	LAFS.3.RI.2.AP.4b	Determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LAFS.3.RI.2.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
	ACCESS POINTS	
	LAFS.3.RI.2.AP.5a	Identify and explain the purpose of a variety of text features (table of contents, index, glossary, charts, subheadings).
	LAFS.3.RI.2.AP.5b	Use text features (captions, maps, illustrations) to locate information relevant to a given topic or question.
	LAFS.3.RI.2.AP.5c	Use search tools (e.g., sidebars, icons, glossary, hyperlinks) to locate information relevant to a given topic.
LAFS.3.RI.2.6	Distinguish their own point of view from that of the author of a text.	
	ACCESS POINTS	
	LAFS.3.RI.2.AP.6a	Identify the author's point of view in an informational text.
	LAFS.3.RI.2.AP.6b	Identify own point of view about a topic.
	LAFS.3.RI.2.AP.6c	Compare their own point of view to that of the author.
Cluster: Integration of Knowledge and Ideas		
STANDARD CODE	STANDARD	
LAFS.3.RI.3.7	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).	
	ACCESS POINTS	
	LAFS.3.RI.3.AP.7a	Use illustrations (e.g., maps, photographs) in informational texts to answer questions.
	LAFS.3.RI.3.AP.7b	Identify information learned from illustrations and information learned from the words in an informational text .
	LAFS.3.RI.3.AP.7c	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).
	LAFS.3.RI.3.AP.7d	Within informational texts, locate or identify evidence in the text or graphics to support the central ideas.
LAFS.3.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	

	ACCESS POINTS	
	LAFS.3.RI.3.AP.8a	Identify signal words that help determine the text structure in an informational text.
	LAFS.3.RI.3.AP.8b	Describe the connection between sentences and paragraphs in a text (order, comparison, cause/effect).
LAFS.3.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	
	ACCESS POINTS	
	LAFS.3.RI.3.AP.9a	Compare the similarities of two or more texts or adapted texts on the same topic or by the same author.
	LAFS.3.RI.3.AP.9b	Contrast the differences of two texts or adapted texts on the same topic or by the same author.
	LAFS.3.RI.3.AP.9c	When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic.

Cluster: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD	
LAFS.3.RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band, independently and proficiently.	
	ACCESS POINTS	
	LAFS.3.RI.4.AP.10a	Read or listen to and recount self- selected informational articles, history/social studies, science and technical texts.

Domain: FOUNDATIONAL SKILLS

Cluster: Phonics and Word Recognition

STANDARD CODE	STANDARD	
LAFS.3.RF.3.3	Know and apply grade-level phonics and word-analysis skills in decoding words.	
	ACCESS POINTS	
	LAFS.3.RF.3.AP.3a	Identify the meaning of most common prefixes.
	LAFS.3.RF.3.AP.3b	Identify the meaning of most common suffixes.
	LAFS.3.RF.3.AP.3c	Decode multi-syllable words.
	LAFS.3.RF.3.AP.3d	Recognize and/or read grade-appropriate irregularly spelled words.

Cluster: Fluency

STANDARD CODE	STANDARD
LAFS.3.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.

ACCESS POINTS	
LAFS.3.RF.4.AP.4a	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).
LAFS.3.RF.4.AP.4b	Identify grade-level words with accuracy.
LAFS.3.RF.4.AP.4c	Read text (including prose and poetry) with accuracy, appropriate rate and expression (when applicable) on successive readings.
LAFS.3.RF.4.AP.4d	Use context to confirm or self-correct word recognition.

Domain: Writing

Cluster: Text Types and Purposes

STANDARD CODE	STANDARD
LAFS.3.W.1.1	Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. 1a. Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons. 1b. Provide reasons that support the opinion. 1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. 1d. Provide a concluding statement or section.

ACCESS POINTS	
LAFS.3.W.1.AP.1a	Introduce the topic or text within persuasive writing by stating an opinion.
LAFS.3.W.1.AP.1b	Provide reasons or facts that support a stated opinion.
LAFS.3.W.1.AP.1c	Use linking words and phrases that connect the opinions and reasons.
LAFS.3.W.1.AP.1d	Provide a concluding statement or section.

STANDARD CODE	STANDARD
LAFS.3.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. 2b. Develop the topic with facts, definitions and details. 2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. 2d. Provide a concluding statement or section.

ACCESS POINTS	
LAFS.3.W.1.AP.2a	Introduce a topic and group related information together.
LAFS.3.W.1.AP.2b	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

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	LAFS.3.W.1.AP.2c	Provide a concluding statement or section to summarize the information presented.
	LAFS.3.W.1.AP.2d	Develop the topic (e.g., offer additional information that supports the topic) by using relevant facts, definitions and details.
	LAFS.3.W.1.AP.2e	Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.
LAFS.3.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. 3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. 3b. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. 3c. Use temporal words and phrases to signal event order. 3d. Provide a sense of closure.	
	ACCESS POINTS	
	LAFS.3.W.1.AP.3a	Establish the situation by setting up the context for the story and introduce a narrator and/or characters.
	LAFS.3.W.1.AP.3b	Sequence events in writing that unfold naturally.
	LAFS.3.W.1.AP.3c	When appropriate, use dialogue and descriptions of actions, thoughts and feelings to develop a story.
	LAFS.3.W.1.AP.3d	Use temporal words and phrases to signal event order.
	LAFS.3.W.1.AP.3e	Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated experiences or events.
Cluster: Production and Distribution of Writing		
STANDARD CODE	STANDARD	
LAFS.3.W.2.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
	ACCESS POINTS	
	LAFS.3.W.2.AP.4a	With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose.

LAFS.3.W.2.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)	
	ACCESS POINTS	
	LAFS.3.W.2.AP.5a	With guidance and support from peers and adults, develop a plan for writing.
	LAFS.3.W.2.AP.5b	With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative).
	LAFS.3.W.2.AP.5c	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).
	LAFS.3.W.2.AP.5d	With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).
	LAFS.3.W.2.AP.5e	With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., define purpose, state your opinion, gather evidence, create your argument, provide a meaningful conclusion).
	LAFS.3.W.2.AP.5f	With guidance and support from peers and adults, strengthen writing by revising.
	LAFS.3.W.2.AP.5g	With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).
	LAFS.3.W.2.AP.5h	With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).
	LAFS.3.W.2.AP.5i	With guidance and support from peers and adults, edit writing for clarity and meaning.
LAFS.3.W.2.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	
	ACCESS POINTS	
	LAFS.3.W.2.AP.6a	With guidance and support from adults, use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).
	LAFS.3.W.2.AP.6b	Develop keyboarding skills.
Cluster: Research to Build and Present Knowledge		

STANDARD CODE	STANDARD
LAFS.3.W.3.7	Conduct short research projects that build knowledge about a topic.
	ACCESS POINTS
LAFS.3.W.3.AP.7a	Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
LAFS.3.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
	ACCESS POINTS
LAFS.3.W.3.AP.8a	Recall relevant information from experiences for use in writing.
LAFS.3.W.3.AP.8b	Recall information from experiences for use in writing.
LAFS.3.W.3.AP.8c	Gather facts (e.g., highlight in text, quote or paraphrase from persuasive text or discussion) from print and/or digital sources.
LAFS.3.W.3.AP.8d	Gather information from stories (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.
LAFS.3.W.3.AP.8e	Gather information (e.g., highlight, quote or paraphrase from source) from informational text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
LAFS.3.W.3.AP.8f	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form paragraph/essay).
LAFS.3.W.3.AP.8g	Locate important points on a single topic from two informational texts or sources.
LAFS.3.W.3.AP.8h	Identify key details in an informational text.
LAFS.3.W.3.AP.8i	Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.
LAFS.3.W.3.AP.8j	Sort evidence collected from print and/or digital sources into provided categories.
Cluster: Range of Writing	
STANDARD CODE	STANDARD
LAFS.3.W.4.10	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.
	ACCESS POINTS

	LAFS.3.W.4.AP.10a	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.
	LAFS.3.W.4.AP.10b	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

Domain: SPEAKING & LISTENING		
Cluster: Comprehension and Collaboration		
STANDARD CODE	STANDARD	
LAFS.3.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 1c. Ask questions to check understanding of information presented, stay on topic and link their comments to the remarks of others. 1d. Explain their own ideas and understanding in light of the discussion.	
	ACCESS POINTS	
	LAFS.3.SL.1.AP.1a	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
	LAFS.3.SL.1.AP.1b	Ask questions to check understanding of information presented in collaborative discussions.
	LAFS.3.SL.1.AP.1c	Link personal ideas and comments to the ideas shared by others in collaborative discussions.
	LAFS.3.SL.1.AP.1d	Express ideas and understanding in light of collaborative discussions.
LAFS.3.SL.1.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	
	ACCESS POINTS	
	LAFS.3.SL.1.AP.2a	Determine the central message, lesson or moral of a text read aloud or presented in diverse media and formats, including visually, quantitatively and orally.
	LAFS.3.SL.1.AP.2b	Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

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	LAFS.3.SL.1.AP.2c	Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
LAFS.3.SL.1.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
	ACCESS POINTS	
	LAFS.3.SL.1.AP.3a	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Cluster: Presentation of Knowledge and Ideas		
STANDARD CODE	STANDARD	
LAFS.3.SL.2.4	Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	
	ACCESS POINTS	
	LAFS.3.SL.2.AP.4a	Report on a topic or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.
	LAFS.3.SL.2.AP.4b	Tell a story or recount an experience with logical sequence.
	LAFS.3.SL.2.AP.4c	Elaborate on each fact or opinion given in support of a claim with relevant details.
LAFS.3.SL.2.5	Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.	
	ACCESS POINTS	
	LAFS.3.SL.2.AP.5a	Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details.
LAFS.3.SL.2.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3.)	
	ACCESS POINTS	
	LAFS.3.SL.2.AP.6a	Produce (e.g., through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.
Domain: LANGUAGE		
Cluster: Conventions of Standard English		
STANDARD CODE	STANDARD	

LAFS.3.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Demonstrate beginning cursive writing skills. b. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences. c. Form and use regular and irregular plural nouns. d. Use abstract nouns (e.g., childhood, friendship, courage). e. Form and use regular and irregular verbs. f. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). g. Ensure subject-verb and pronoun-antecedent agreement. h. Form and use comparative and superlative adjectives and adverbs, and choose between them, depending on what is to be modified.	
	ACCESS POINTS	
	LAFS.3.L.1.AP.1a	Demonstrate beginning cursive writing skills.
	LAFS.3.L.1.AP.1b	Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives and/or adverbs within sentences.
	LAFS.3.L.1.AP.1c	Write sentences using nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives and/or adverbs.
	LAFS.3.L.1.AP.1d	Use simple and compound sentences in informative/explanatory writing.
	LAFS.3.L.1.AP.1e	Write sentences using correct subject-verb and pronoun-antecedent agreement.
LAFS.3.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. 2a. Capitalize appropriate words in titles. 2b. Use commas in addresses. 2c. Use commas and quotation marks in dialogue. 2d. Form and use possessives. 2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). 2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. 2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
	ACCESS POINTS	

	LAFS.3.L.1.AP.2a	Capitalize words in holidays, product names, geographic names and appropriate words in a title.
	LAFS.3.L.1.AP.2b	Use quotation marks within writing.
	LAFS.3.L.1.AP.2c	Use conventional spelling and spelling patterns (e.g., word families, syllable patterns, ending rules) in writing words.
	LAFS.3.L.1.AP.2d	Form possessives.
	LAFS.3.L.1.AP.2e	Use commas accurately in addresses or dialogue within writing.
	LAFS.3.L.1.AP.2f	Use dictionaries as reference tools.

Cluster: Knowledge of Language	
STANDARD CODE	STANDARD
LAFS.3.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. 3a. Choose words and phrases for effect.* 3b. Recognize and observe differences between the conventions of spoken and written standard English.
	ACCESS POINTS
LAFS.3.L.2.AP.3a	Choose words and phrases for appropriate effect (e.g., to inform) within writing.
LAFS.3.L.2.AP.3b	Compare and contrast differences between spoken and standard written English.

Cluster: Vocabulary Acquisition	
STANDARD CODE	STANDARD
LAFS.3.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. 4a. Use sentence-level context as a clue to the meaning of a word or phrase. 4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). 4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
	ACCESS POINTS
LAFS.3.L.3.AP.4a	Use a known root word as a clue to the meaning of an unknown word with the same root.
LAFS.3.L.3.AP.4b	Determine the meaning of the new word formed when a known affix is added to a known word.
LAFS.3.L.3.AP.4c	Use sentence context as a clue to the meaning of a new word, phrase or multiple-meaning word.
LAFS.3.L.3.AP.4d	Use a glossary or dictionary to determine the meaning of a word.

LAFS.3.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.	
	ACCESS POINTS	
	LAFS.3.L.3.AP.5a	Identify and sort shades of meaning words from general to specific or lesser to specific.
	LAFS.3.L.3.AP.5b	Identify word relationships and meanings of homonyms, synonyms and antonyms.
	LAFS.3.L.3.AP.5c	Use newly acquired words in real-life context.
	LAFS.3.L.3.AP.5d	Distinguish literal from non-literal meanings of words and phrases in context.
LAFS.3.L.3.6	Acquire and use accurately conversational, general academic and domain-specific words and phrases as found in grade-appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	
	ACCESS POINTS	
	LAFS.3.L.3.AP.6a	Use newly acquired conversational and general academic words and phrases accurately.
	LAFS.3.L.3.AP.6b	Use newly acquired domain-specific words and phrases accurately.
	LAFS.3.L.3.AP.6c	Use grade-appropriate general academic and domain-specific vocabulary accurately within writing.

Domain: LITERATURE	
Cluster: Key Ideas and Details	

STANDARD CODE	STANDARD	
LAFS.4.RL.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
	ACCESS POINTS	
	LAFS.4.RL.1.AP.1a	Refer to details and examples in a text that are relevant to explaining what the text says explicitly.
	LAFS.4.RL.1.AP.1b	Refer to details and examples in a text that are relevant to drawing basic inferences about a story, poem or drama.
LAFS.4.RL.1.2	Determine a theme of a story, drama or poem from details in the text; summarize the text.	
	ACCESS POINTS	
	LAFS.4.RL.1.AP.2a	Use information that relates to text organization and story elements in order to summarize a story, poem or drama.
	LAFS.4.RL.1.AP.2b	Identify relevant words and phrases throughout the text to determine the theme of a story, drama or poem; refer to text to support answer.

LAFS.4.RL.1.3	Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, actions).	
	ACCESS POINTS	
	LAFS.4.RL.1.AP.3a	Refer to text information that relates to one specific aspect of either the relationship between characters, setting, events or conflicts.

Cluster: Craft and Structure		
STANDARD CODE	STANDARD	
LAFS.4.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	
	ACCESS POINTS	
	LAFS.4.RL.2.AP.4a	Determine the meaning of general academic and literary-specific words and phrases in increasingly complex text over time.
LAFS.4.RL.2.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.	
	ACCESS POINTS	
	LAFS.4.RL.2.AP.5a	Identify how the structure of a poem is different than a story (e.g., identify rhyme, shorter than stories; stanza instead of paragraph).
	LAFS.4.RL.2.AP.5b	Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).
LAFS.4.RL.2.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	
	ACCESS POINTS	
	LAFS.4.RL.2.AP.6a	Determine the author's point of view (first- or third-person) in one story.
	LAFS.4.RL.2.AP.6b	Determine the author's point of view (first- or third-person) in a second story.
	LAFS.4.RL.2.AP.6c	Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Cluster: Integration of Knowledge and Ideas	
STANDARD CODE	STANDARD

LAFS.4.RL.3.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	
	ACCESS POINTS	
	LAFS.4.RL.3.AP.7a	Use evidence from both the text version and oral or visual presentation of the same text to support inferences, opinions and conclusions.
	LAFS.4.RL.3.AP.7b	Make connections between the text of a story and the visual representations, referring back to text/illustrations to support answer.
	LAFS.4.RL.3.AP.7c	Make connections between the text of a play and the oral representations, referring back to text/illustrations to support answer.
LAFS.4.RL.3.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths and traditional literature from different cultures.	
	ACCESS POINTS	
	LAFS.4.RL.3.AP.9a	Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths and traditional literature from different cultures.
	LAFS.4.RL.3.AP.9b	Compare the treatment of patterns of events (e.g., the quest) in stories, myths and traditional literature from different cultures.
Cluster: Range of Reading and Level of Text Complexity		
STANDARD CODE	STANDARD	
LAFS.4.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	ACCESS POINTS	
	LAFS.4.RL.4.AP.10a	Read or listen to and recount stories, dramas, poetry and other types of text -- including adapted text -- of increasing complexity over time for a variety of purposes.
Domain: INFORMATIONAL TEXT		
Cluster: Key Ideas and Details		
STANDARD CODE	STANDARD	
LAFS.4.RI.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
	ACCESS POINTS	
	LAFS.4.RI.1.AP.1a	Refer to details and examples in a text that are relevant to explaining what the text says explicitly.

	LAFS.4.RI.1.AP.1b	Refer to details and examples in a text that are relevant to drawing basic inferences from an informational text.
LAFS.4.RI.1.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
	ACCESS POINTS	
	LAFS.4.RI.1.AP.2a	Determine the main idea of an informational text.
	LAFS.4.RI.1.AP.2b	Identify supporting details of an informational text.
	LAFS.4.RI.1.AP.2c	Identify how ideas are organized to summarize the text.
LAFS.4.RI.1.3	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.	
	ACCESS POINTS	
	LAFS.4.RI.1.AP.3a	Identify events, procedures, ideas or concepts in a historical, scientific or technical text.
	LAFS.4.RI.1.AP.3b	Identify specific causes and effects that relate to events, procedures, ideas or concepts in historical, scientific or technical text.
Cluster: Craft and Structure		
STANDARD CODE	**STANDARD**	
LAFS.4.RI.2.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	
	ACCESS POINTS	
	LAFS.4.RI.2.AP.4a	Determine the meaning of general academic and domain-specific words and phrases in increasingly complex texts over time.
LAFS.4.RI.2.5	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.	
	ACCESS POINTS	
	LAFS.4.RI.2.AP.5a	Identify signal words that provide clues in determining the specific text structure of a short, informational text or text excerpt (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions).
	LAFS.4.RI.2.AP.5b	Identify the specific structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text excerpt.
	LAFS.4.RI.2.AP.5c	Identify the overall structure of a complete text.

LAFS.4.RI.2.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	
	ACCESS POINTS	
	LAFS.4.RI.2.AP.6a	Determine if information in a text is firsthand or secondhand.
	LAFS.4.RI.2.AP.6b	Compare and contrast a firsthand and secondhand account of the same event or topic.
Cluster: Integration of Knowledge and Ideas		
STANDARD CODE	STANDARD	
LAFS.4.RI.3.7	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.	
	ACCESS POINTS	
	LAFS.4.RI.3.AP.7a	Identify relevant information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) to answer questions.
	LAFS.4.RI.3.AP.7b	Identify how the information presented visually, orally or quantitatively is relevant to the corresponding text information.
	LAFS.4.RI.3.AP.7c	Summarize 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.
LAFS.4.RI.3.8	Explain how an author uses reasons and evidence to support particular points in a text.	
	ACCESS POINTS	
	LAFS.4.RI.3.AP.8a	Identify facts and examples that an author uses to support a specific point or argument in an informational text.
	LAFS.4.RI.3.AP.8b	Use two texts to gather different types of information relevant to a specific topic.
	LAFS.4.RI.3.AP.8c	Identify and use the most relevant information from two texts to write or speak about various aspects of a specific topic.
LAFS.4.RI.3.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
	ACCESS POINTS	
	LAFS.4.RI.3.AP.9a	Report out about two or more texts on the same self-selected topic.
	LAFS.4.RI.3.AP.9b	Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably.

Cluster: Range of Reading and Level of Text Complexity		
STANDARD CODE	STANDARD	
LAFS.4.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	ACCESS POINTS	
	LAFS.4.RI.4.AP.10a	Read or listen to and recount self-selected stories, dramas, poetry and other types of increasingly complex text over time.
Domain: FOUNDATIONAL SKILLS		
Cluster: Phonics and Word Recognition		
STANDARD CODE	STANDARD	
LAFS.4.RF.3.3	Know and apply grade-level phonics and word-analysis skills in decoding words. 3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	
	ACCESS POINTS	
	LAFS.4.RF.3.AP.3a	Recognize and accurately use letter-sound correspondences, syllabication patterns and morphology (e.g., affixes) to identify and/or read multisyllabic words.
	LAFS.4.RF.3.AP.3b	Identify grade-level words with accuracy and on successive attempts.
Cluster: Fluency		
STANDARD CODE	STANDARD	
LAFS.4.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	
	ACCESS POINTS	
	LAFS.4.RF.4.AP.4a	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).
	LAFS.4.RF.4.AP.4b	Read text (including prose and poetry) with accuracy, appropriate rate and expression (when applicable) on successive readings.
	LAFS.4.RF.4.AP.4c	Use context to confirm or self-correct word recognition.
Domain: Writing		
Cluster: Text Types and Purposes		
STANDARD CODE	STANDARD	

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LAFS.4.W.1.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 1a. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. 1b. Provide reasons that are supported by facts and details. 1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). 1d. Provide a concluding statement or section related to the opinion presented.	
	ACCESS POINTS	
	LAFS.4.W.1.AP.1a	Introduce the topic or text within persuasive writing by stating an opinion.
	LAFS.4.W.1.AP.1b	Provide reasons that include relevant facts and details that support a stated opinion.
	LAFS.4.W.1.AP.1c	Create an organizational structure that lists reasons in a logical order.
	LAFS.4.W.1.AP.1d	Use transitional words and phrases appropriately to link opinion and reasons.
	LAFS.4.W.1.AP.1e	Provide a concluding statement or section related to the opinion presented.
LAFS.4.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension. 2b. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. 2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. 2e. Provide a concluding statement or section related to the information or explanation presented.	
	ACCESS POINTS	
	LAFS.4.W.1.AP.2a	Introduce a topic clearly and group related information in paragraphs and sections.
	LAFS.4.W.1.AP.2b	Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples related to the topic.
	LAFS.4.W.1.AP.2c	Include formatting (e.g., headings), illustrations and multimedia when appropriate to convey information about the topic.
	LAFS.4.W.1.AP.2d	Link ideas within categories of information, appropriately using words and phrases (e.g., another, for example, also, because).

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	LAFS.4.W.1.AP.2e	Use increasingly precise language and domain-specific vocabulary over time to inform about or explain a variety of topics.
	LAFS.4.W.1.AP.2f	Provide a concluding statement or section to support the information presented.
LAFS.4.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. 3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. 3c. Use a variety of transitional words and phrases to manage the sequence of events. 3d. Use concrete words and phrases and sensory details to convey experiences and events precisely. 3e. Provide a conclusion that follows from the narrated experiences or events.	
	ACCESS POINTS	
	LAFS.4.W.1.AP.3a	Orient the reader by setting up the context for the story and introducing a narrator and/or characters.
	LAFS.4.W.1.AP.3b	Sequence events in writing that unfold naturally.
	LAFS.4.W.1.AP.3c	When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.
	LAFS.4.W.1.AP.3d	Use a variety of transitional words and phrases to manage the sequence of events.
	LAFS.4.W.1.AP.3e	Use concrete words and phrases and sensory details to convey experiences and events.
	LAFS.4.W.1.AP.3f	Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated experiences or events.

Cluster: Production and Distribution of Writing

STANDARD CODE	STANDARD
LAFS.4.W.2.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	ACCESS POINTS

	LAFS.4.W.2.AP.4a	Produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product.
LAFS.4.W.2.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.)	
	ACCESS POINTS	
	LAFS.4.W.2.AP.5a	With guidance and support from peers and adults, develop a plan for writing that is appropriate to the topic, task and purpose.
	LAFS.4.W.2.AP.5b	With guidance and support from peers and adults, strengthen writing by revising for clarity of meaning (e.g., review product, strengthening story, adding precise language).
	LAFS.4.W.2.AP.5c	With guidance and support from peers and adults, strengthen writing by editing (e.g., capitalization, spelling, punctuation).
LAFS.4.W.2.6	With some guidance and support from adults, 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.	
	ACCESS POINTS	
	LAFS.4.W.2.AP.6a	With guidance and support from adults, use technology to produce writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).
	LAFS.4.W.2.AP.6b	Develop and use keyboarding skills.
	LAFS.4.W.2.AP.6c	With guidance and support from adults, use technology to publish writing (e.g., post finished writing product on the Web, use software to display writing with accompanying illustration).
Cluster: Research to Build and Present Knowledge		
STANDARD CODE	STANDARD	
LAFS.4.W.3.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	
	ACCESS POINTS	
	LAFS.4.W.3.AP.7a	Follow steps to engage in a short research project (e.g., determine topic, generate research questions, locate information on a topic, organize information related to the topic, draft a permanent product).
	LAFS.4.W.3.AP.7b	Build knowledge on topics through continued engagement in research investigation.

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LAFS.4.W.3.8	Recall relevant information from experiences or gather relevant information from print and digital sources, take notes and categorize information and provide a list of sources.	
	ACCESS POINTS	
	LAFS.4.W.3.AP.8a	Recall relevant information from experiences for use in writing.
	LAFS.4.W.3.AP.8b	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
	LAFS.4.W.3.AP.8c	Identify key details from an informational text that are relevant to the specific topic.
	LAFS.4.W.3.AP.8d	Take brief notes and categorize relevant information (e.g., graphic organizers, notes, labeling, listing) from sources.
	LAFS.4.W.3.AP.8e	Provide a list of sources that contributed to the content within a writing piece.
LAFS.4.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection and research. 9a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). 9b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	
	ACCESS POINTS	
	LAFS.4.W.3.AP.9a	Analyze mentor texts to support knowledge of different types of thinking and writing (e.g., analyze newspaper editorials to explore the way the author developed the argument, reflective essays, investigation).
Cluster: Range of Writing		
STANDARD CODE	STANDARD	
LAFS.4.W.4.10	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.	
	ACCESS POINTS	
	LAFS.4.W.4.AP.10a	Write routinely over shorter time frames using a variety of writing opportunities (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.
	LAFS.4.W.4.AP.10b	Write routinely in a genre over extended time frames to engage in the writing process (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

Domain: SPEAKING & LISTENING	
Cluster: Comprehension and Collaboration	
STANDARD CODE	STANDARD
LAFS.4.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 1b. Follow agreed-upon rules for discussions and carry out assigned roles. 1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

	ACCESS POINTS	
	LAFS.4.SL.1.AP.1a	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
	LAFS.4.SL.1.AP.1b	Ask questions to check understanding of information presented in collaborative discussions.
	LAFS.4.SL.1.AP.1c	Make appropriate comments that contribute to a collaborative discussion.
	LAFS.4.SL.1.AP.1d	Review the key ideas expressed within a collaborative discussion.
LAFS.4.SL.1.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	
	ACCESS POINTS	
	LAFS.4.SL.1.AP.2a	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
LAFS.4.SL.1.3	Identify the reasons and evidence a speaker provides to support particular points.	
	ACCESS POINTS	
	LAFS.4.SL.1.AP.3a	Identify the reasons and evidence a speaker provides to support particular points.

Cluster: Presentation of Knowledge and Ideas	
STANDARD CODE	STANDARD
LAFS.4.SL.2.4	Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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	ACCESS POINTS	
	LAFS.4.SL.2.AP.4a	Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.
	LAFS.4.SL.2.AP.4b	Elaborate on each fact or opinion given in support of a claim with relevant details.
LAFS.4.SL.2.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or	
	ACCESS POINTS	
	LAFS.4.SL.2.AP.5a	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LAFS.4.SL.2.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3.)	
	ACCESS POINTS	
	LAFS.4.SL.2.AP.6a	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussions).
	LAFS.4.SL.2.AP.6b	Use formal English when appropriate to task and situation.

Domain: LANGUAGE

Cluster: Conventions of Standard English

STANDARD CODE	STANDARD
LAFS.4.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	a. Demonstrate legible cursive writing skills.
	b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
	c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
	d. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
	e. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
	f. Form and use prepositional phrases.
	g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
	h. Correctly use frequently confused words (e.g., to, too, two; there, their).

	ACCESS POINTS	
	LAFS.4.L.1.AP.1a	Use relative pronouns and relative adverbs in writing.
	LAFS.4.L.1.AP.1b	Use prepositional phrases in writing.

	LAFS.4.L.1.AP.1c	Produce simple, compound and complex sentences in writing.
	LAFS.4.L.1.AP.1d	Recognize and correct fragments and run-on sentences.
LAFS.4.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. 2a. Use correct capitalization. 2b. Use commas and quotation marks to mark direct speech and quotations from a text. 2c. Use a comma before a coordinating conjunction in a compound sentence. 2d. Spell grade-appropriate words correctly, consulting references as needed.	
	ACCESS POINTS	
	LAFS.4.L.1.AP.2a	Use correct capitalization in writing.
	LAFS.4.L.1.AP.2b	Use commas and quotation marks in writing.
	LAFS.4.L.1.AP.2c	Spell words correctly in writing, consulting references as needed.
Cluster: Knowledge of Language		
STANDARD CODE	STANDARD	
LAFS.4.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. 3a. Choose words and phrases to convey ideas precisely. 3b. Choose punctuation for effect. 3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	
	ACCESS POINTS	
	LAFS.4.L.2.AP.3a	Choose words and phrases for appropriate effect (e.g., to inform) within writing.
Cluster: Vocabulary Acquisition and Use		
STANDARD CODE	STANDARD	
LAFS.4.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. 4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
	ACCESS POINTS	

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	LAFS.4.L.3.AP.4a	Use context to determine the meaning of unknown or multiple-meaning words, or words showing shades of meaning.
	LAFS.4.L.3.AP.4b	Use common grade-appropriate roots and affixes as clues to the meaning of a word.
	LAFS.4.L.3.AP.4c	Use a glossary, dictionary or thesaurus to determine the meaning of a word.
LAFS.4.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. 5a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. 5b. Recognize and explain the meaning of common idioms, adages and proverbs. 5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	
	ACCESS POINTS	
	LAFS.4.L.3.AP.5a	Relate words to their opposites (antonyms).
	LAFS.4.L.3.AP.5b	Relate words to words with similar but not identical meanings (synonyms).
	LAFS.4.L.3.AP.5c	Identify simple similes in context.
	LAFS.4.L.3.AP.5d	Identify simple metaphors in context.
	LAFS.4.L.3.AP.5e	Identify the meaning of common idioms.
LAFS.4.L.3.6	Acquire and use accurately general academic and domain-specific words and phrases as found in grade level-appropriate texts, including those that signal precise actions, emotions or states of being (e.g., wildlife, conservation and endangered when discussing animal preservation).	
	ACCESS POINTS	
	LAFS.4.L.3.AP.6a	Use general academic and domain-specific words and phrases accurately.
	LAFS.4.L.3.AP.6b	Use grade-appropriate general academic and domain-specific vocabulary accurately within writing.
Domain: LITERATURE		
Cluster: Key Ideas and Details		
STANDARD CODE	STANDARD	
LAFS.5.RL.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
	ACCESS POINTS	
	LAFS.5.RL.1.AP.1a	Refer to details and examples in a text when explaining what the text says explicitly.
	LAFS.5.RL.1.AP.1b	Refer to specific text evidence to support inferences.
LAFS.5.RL.1.2	Determine a theme of a story, drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	

	ACCESS POINTS	
	LAFS.5.RL.1.AP.2a	Summarize a portion of text, such as a paragraph or a chapter.
	LAFS.5.RL.1.AP.2b	Summarize a text from beginning to end in a few sentences.
	LAFS.5.RL.1.AP.2c	Determine the theme of a story, drama or poem from details in the text.
	LAFS.5.RL.1.AP.2d	Explain how characters in a story or drama respond to challenges.
	LAFS.5.RL.1.AP.2e	Explain how the speaker in a poem reflects on the topic.
LAFS.5.RL.1.3	Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	
	ACCESS POINTS	
	LAFS.5.RL.1.AP.3a	Compare similarities in the characters, settings and events within a story and provide specific details in the text to support the comparison.
	LAFS.5.RL.1.AP.3b	Contrast the difference of two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Cluster: Craft and Structure		
STANDARD CODE	STANDARD	
LAFS.5.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors and similes.	
	ACCESS POINTS	
	LAFS.5.RL.2.AP.4a	Identify figurative language (metaphors/similes) within a text.
	LAFS.5.RL.2.AP.4b	Determine the meaning of figurative language as it is used in the text.
LAFS.5.RL.2.5	Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama or poem.	
	ACCESS POINTS	
	LAFS.5.RL.2.AP.5a	Use signal words (e.g., meanwhile, unlike, next) to identify common types of text structure (e.g., sequence, compare/contrast, cause/effect, description) within a text.
	LAFS.5.RL.2.AP.5b	Explain how a series of chapters fits together to provide the overall structure of a particular text.
	LAFS.5.RL.2.AP.5c	Explain how a stanzas fit together to provide the structure of a poem.
LAFS.5.RL.2.6	Describe how a narrator's or speaker's point of view influences how events are described.	
	ACCESS POINTS	

	LAFS.5.RL.2.AP.6a	Describe a narrator's or speaker's point of view.
	LAFS.5.RL.2.AP.6b	Describe how the speaker's point of view influences the events in the text.
	LAFS.5.RL.2.AP.6c	Explain how the description of characters, setting or events might change if the person telling the story changed.
	LAFS.5.RL.2.AP.6d	Interpret the meaning of metaphors and similes to help explain the setting within a text.
	LAFS.5.RL.2.AP.6e	Interpret the meaning of metaphors and similes to help determine the mood within a text.

Cluster: Integration of Knowledge and Ideas	
STANDARD CODE	STANDARD
LAFS.5.RL.3.7	Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).

	ACCESS POINTS	
	LAFS.5.RL.3.AP.7a	Describe how visual and multimedia elements contribute to the meaning of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
	LAFS.5.RL.3.AP.7b	Describe how visual or multimedia elements contribute to the tone or mood of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LAFS.5.RL.3.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
	ACCESS POINTS	
	LAFS.5.RL.3.AP.9a	Compare the similarities of stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	LAFS.5.RL.3.AP.9b	Contrast the differences of stories in the same genre.
	LAFS.5.RL.3.AP.9c	Describe how the theme of stories in the same genre approach.

Cluster: Range of Reading and Level of Text Complexity	
STANDARD CODE	STANDARD
LAFS.5.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band, independently and proficiently.
	ACCESS POINTS
	LAFS.5.RL.4.AP.10a	Read or listen to a variety of texts or adapted texts including graphic novels, poetry, fiction and nonfiction novels.
	LAFS.5.RL.4.AP.10b	Use a variety of strategies to derive meaning from a variety of texts.

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Domain: INFORMATIONAL TEXT	
Cluster: Key Ideas and Details	
STANDARD CODE	STANDARD
LAFS.5.RI.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	ACCESS POINTS
	LAFS.5.RI.1.AP.1a — Quote accurately from a text when explaining what the text says explicitly.
	LAFS.5.Ri.1.AP.1b — Quote accurately from a text to support inferences.
LAFS.5.RI.1.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
	ACCESS POINTS
	LAFS.5.RI.1.AP.2a — Determine the main ideas of a text.
	LAFS.5.RI.1.AP.2b — Identify key details that support the main idea.
	LAFS.5.RI.1.AP.2c — Summarize the text read, read aloud or presented in diverse media.
LAFS.5.RI.1.3	Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.
	ACCESS POINTS
	LAFS.5.RI.1.AP.3a — Identify the relationship between two or more individuals in a historical, scientific or technical text.
	LAFS.5.RI.1.AP.3b — Identify the relationship between two or more events of concepts in a historical, scientific or technical text.
	LAFS.5.RI.1.AP.3c — Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.
Cluster: Craft and Structure	
STANDARD CODE	STANDARD
LAFS.5.RI.2.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
	ACCESS POINTS
	LAFS.5.RI.2.AP.4a — Determine the meaning of general academic words and phrases in a text relevant to a grade 5 topic or subject area.

	LAFS.5.RI.2.AP.4b	Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LAFS.5.RI.2.5	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.	
	ACCESS POINTS	
	LAFS.5.RI.2.AP.5a	Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result).
	LAFS.5.RI.2.AP.5b	Use signal word to identify common types of text structure.
	LAFS.5.RI.2.AP.5c	Identify the structure of both texts (chronological order, compare/contrast, cause/effect, problem/solution).
	LAFS.5.RI.2.AP.5d	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.
LAFS.5.RI.2.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view.	
	ACCESS POINTS	
	LAFS.5.RI.2.AP.6a	Analyze multiple accounts of the same event or topic.
	LAFS.5.RI.2.AP.6b	Note similarities and differences in the point of view of multiple accounts of the same event or topic.
Cluster: Integration of Knowledge and Ideas		
STANDARD CODE	STANDARD	
LAFS.5.RI.3.7	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.	
	ACCESS POINTS	
	LAFS.5.RI.3.AP.7a	Locate information from multiple print or digital sources on the same topic.
	LAFS.5.RI.3.AP.7b	Refer to multiple print or digital sources to locate the answer to a question or solve a problem.
	LAFS.5.RI.3.AP.7c	Refer to multiple print or digital sources as support for inferences (e.g., how did you know?).
LAFS.5.RI.3.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
	ACCESS POINTS	

	LAFS.5.RI.3.AP.8a	Explain how an author uses reasons and evidence to support particular points in a text.
	LAFS.5.RI.3.AP.8b	Identify reasons and evidence that support an author's point(s) in a text.
	LAFS.5.RI.3.AP.8c	Identify the author's stated thesis/claim/opinion.
	LAFS.5.RI.3.AP.8d	Identify evidence the author uses to support stated thesis/claim/opinion.
LAFS.5.RI.3.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
	ACCESS POINTS	
	LAFS.5.RI.3.AP.9a	Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?).
	LAFS.5.RI.3.AP.9b	Integrate information on a topic from multiple sources to answer a question or support a focus or opinion in writing or presentation.
Cluster: Range of Reading and Level of Text Complexity		
STANDARD CODE	STANDARD	
LAFS.5.RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 4–5 text complexity band, independently and proficiently.	
	ACCESS POINTS	
	LAFS.5.RI.4.AP.10a	Read or listen to a variety of texts including history/social studies, science and technical nonfiction texts.
	LAFS.5.RI.4.AP.10b	Use a variety of strategies (e.g., use context, affixes and roots) to derive meaning from a variety of print/non-print texts.
Domain: FOUNDATIONAL SKILLS		
Cluster: Phonics and Word Recognition		
STANDARD CODE	STANDARD	
LAFS.5.RF.3.3	Know and apply grade-level phonics and word-analysis skills in decoding words. 3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	
	ACCESS POINTS	
	LAFS.5.RF.3.AP.3a	Use syllabication patterns to decode words.
	LAFS.5.RF.3.AP.3b	Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.

Cluster: Fluency	
STANDARD CODE	STANDARD
LAFS.5.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
	ACCESS POINTS
	LAFS.5.RF.4.AP.4a — Use context to confirm or self-correct word recognition.
	LAFS.5.RF.4.AP.4b — Use appropriate rate and expression.

Domain: Writing	
Cluster: Text Types and Purposes	
STANDARD CODE	STANDARD
LAFS.5.W.1.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	1a. 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.
	1b. Provide logically ordered reasons that are supported by facts and details.
	1c. Link opinion and reasons using words, phrases and clauses (e.g., consequently, specifically).
	1d. Provide a concluding statement or section related to the opinion presented.
	ACCESS POINTS
	LAFS.5.W.1.AP.1a — Provide an introduction that states own opinion within persuasive text.
	LAFS.5.W.1.AP.1b — Create an organizational structure in which ideas are logically grouped to support the writer's opinion.
	LAFS.5.W.1.AP.1c — Provide relevant facts to support stated opinion or reasons within persuasive writing.
	LAFS.5.W.1.AP.1d — Link opinions and reasons using words, phrases and clauses.
	LAFS.5.W.1.AP.1e — Provide a clear concluding statement or section related to the opinion stated.
LAFS.5.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	2a. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension.
	2b. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
	2c. Link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially).
	2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	2e. Provide a concluding statement or section related to the information or explanation presented.

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ACCESS POINTS	
LAFS.5.W.1.AP.2a	Write an introduction that includes context/background information and establishes a central idea or focus about a topic.
LAFS.5.W.1.AP.2b	Organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
LAFS.5.W.1.AP.2c	Support the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
LAFS.5.W.1.AP.2d	Include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia appropriate to convey information about the topic.
LAFS.5.W.1.AP.2e	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.
LAFS.5.W.1.AP.2f	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.5.W.1.AP.2g	Provide a concluding statement or section to summarize the information presented.

LAFS.5.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. 3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 3b. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations. 3c. Use a variety of transitional words, phrases and clauses to manage the sequence of events. 3d. Use concrete words and phrases and sensory details to convey experiences and events precisely. 3e. Provide a conclusion that follows from the narrated experiences or events.

ACCESS POINTS	
LAFS.5.W.1.AP.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters.
LAFS.5.W.1.AP.3b	Organize ideas and events so that they unfold naturally.
LAFS.5.W.1.AP.3c	Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
LAFS.5.W.1.AP.3d	Use transitional words, phrases and clauses to manage the sequence of events.

	LAFS.5.W.1.AP.3e	Use concrete words and phrases and sensory details to convey experiences and events precisely.
	LAFS.5.W.1.AP.3f	Write a narrative that includes smaller segments of conflict and resolution in the text that contribute to the plot.
	LAFS.5.W.1.AP.3g	Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated events.

Cluster: Production and Distribution of Writing

STANDARD CODE	STANDARD
LAFS.5.W.2.4	Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	ACCESS POINTS
	LAFS.5.W.2.AP.4a — Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) and audience (e.g., reader).
	LAFS.5.W.2.AP.4b — Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) and audience.
	LAFS.5.W.2.AP.4c — Produce a clear, coherent, permanent product (e.g., select/generate responses to form paragraphs or essay) that is appropriate to the specific task, purpose and audience.
LAFS.5.W.2.5	With guidance and support from peers and adults, 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 1–3up to and including grade 5 on page 29.)
	ACCESS POINTS
	LAFS.5.W.2.AP.5a — With guidance and support from peers and adults, develop a plan for narrative writing (e.g., define purpose, state your claim, gather evidence, create your argument, provide a meaningful conclusion).
	LAFS.5.W.2.AP.5b — With guidance and support from peers and adults, develop a plan for informative writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).
	LAFS.5.W.2.AP.5c — With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).
	LAFS.5.W.2.AP.5d — With guidance and support from peers and adults, strengthen writing by revising and editing.

	LAFS.5.W.2.AP.5e	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting or trying a new approach.
LAFS.5.W.2.6	With some guidance and support from adults, 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 two pages in a single sitting.	
	ACCESS POINTS	
	LAFS.5.W.2.AP.6a	Use technology to produce and publish writing (e.g., use the Internet to gather information, use word processing to generate and collaborate on writing).
	LAFS.5.W.2.AP.6b	Develop keyboarding skills.
Cluster: Research to Build and Present Knowledge		
STANDARD CODE	STANDARD	
LAFS.5.W.3.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
	ACCESS POINTS	
	LAFS.5.W.3.AP.7a	Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
LAFS.5.W.3.8	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.	
	ACCESS POINTS	
	LAFS.5.W.3.AP.8a	Gather relevant information that relates to a persuasive topic (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
	LAFS.5.W.3.AP.8b	Gather relevant information that relates to a topic or idea within a story (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.
	LAFS.5.W.3.AP.8c	Gather information that relates to an informational topic or subject (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.
	LAFS.5.W.3.AP.8d	Provide a list of sources that contributed to the content within a writing piece.

LAFS.5.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection and research.
	9a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
	9b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

ACCESS POINTS	
LAFS.5.W.3.AP.9a	Draw evidence from literary text to support an analysis or reflection.
LAFS.5.W.3.AP.9b	Draw evidence from informational text to support an analysis, reflection or research.

Cluster: Range of Writing	

STANDARD CODE	STANDARD
LAFS.5.W.4.10	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.

ACCESS POINTS	
LAFS.5.W.4.AP.10a	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.
LAFS.5.W.4.AP.10b	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

Domain: SPEAKING & LISTENING	
Cluster: Comprehension and Collaboration	

STANDARD CODE	STANDARD
LAFS.5.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
	1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	1b. Follow agreed-upon rules for discussions and carry out assigned roles.
	1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

	ACCESS POINTS	
	LAFS.5.SL.1.AP.1a	Make appropriate comments that contribute to a collaborative discussion.
	LAFS.5.SL.1.AP.1b	Follow discussion rules and protocols using academic language.
	LAFS.5.SL.1.AP.1c	Review and respond to the key ideas expressed within a collaborative discussion.
	LAFS.5.SL.1.AP.1d	Elaborate and build on others' ideas using textual evidence to support their own ideas.
LAFS.5.SL.1.2	Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	
	ACCESS POINTS	
	LAFS.5.SL.1.AP.2a	Determine the narrative point of view of a text read, read aloud or viewed.
	LAFS.5.SL.1.AP.2b	Summarize the text or a portion of the text read, read aloud or presented in diverse media.
LAFS.5.SL.1.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
	ACCESS POINTS	
	LAFS.5.SL.1.AP.3a	Summarize the points a speaker makes.
	LAFS.5.SL.1.AP.3b	Identify a speaker's points or claims.
	LAFS.5.SL.1.AP.3c	Identify reasons and evidence that a speaker provides to support points or claims.
	LAFS.5.SL.1.AP.3d	Explain how at least one perspective in a discussion is supported by reasons and evidence.
Cluster: Presentation of Knowledge and Ideas		
STANDARD CODE	STANDARD	
LAFS.5.SL.2.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	
	ACCESS POINTS	
	LAFS.5.SL.2.AP.4a	Orally present a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.
	LAFS.5.SL.2.AP.4b	Speak clearly and at an understandable pace.
	LAFS.5.SL.2.AP.4c	Elaborate on each fact or opinion given in support of a claim with relevant details.
LAFS.5.SL.2.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	
	ACCESS POINTS	
	LAFS.5.SL.2.AP.5a	Include multimedia components (e.g., graphics, sound) in presentation when appropriate to enhance the development of topic.

	LAFS.5.SL.2.AP.5b	Use captioned pictures, labeled diagrams, tables or other visual displays in presentations when appropriate to support the topic or theme.
LAFS.5.SL.2.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3.)	
	ACCESS POINTS	
	LAFS.5.SL.2.AP.6a	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).
	LAFS.5.SL.2.AP.6b	Speak using formal English discourse (academic language) during collaborative conversations or class discussions.
Domain: LANGUAGE		
Cluster: Conventions of Standard English		
STANDARD CODE	**STANDARD**	
LAFS.5.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Demonstrate fluent and legible cursive writing skills. b. Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences. c. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. d. Use verb tense to convey various times, sequences, states and conditions. e. Recognize and correct inappropriate shifts in verb tense. f. Use correlative conjunctions (e.g., either/or, neither/nor).	
	ACCESS POINTS	
	LAFS.5.L.1.AP.1a	Recognize and correct inappropriate shifts in verb tense.
	LAFS.5.L.1.AP.1b	Use appropriate verb tense to convey times, sequence, state and condition.
	LAFS.5.L.1.AP.1c	Identify and use conjunctions, prepositions and interjections in writing.

LAFS.5.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
	2a. Use punctuation to separate items in a series.*
	2b. Use a comma to separate an introductory element from the rest of the sentence.
	2c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
	2d. Use underlining, quotation marks or italics to indicate titles of works.
	2e. Spell grade-appropriate words correctly, consulting references as needed.

ACCESS POINTS	
LAFS.5.L.1.AP.2a	Use punctuation to separate items in a series.
LAFS.5.L.1.AP.2b	Use commas accurately in writing.
LAFS.5.L.1.AP.2c	Spell words correctly in writing, consulting references as needed.

Cluster: Knowledge of Language

STANDARD CODE	STANDARD
LAFS.5.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.
	3a. Expand, combine and reduce sentences for meaning, reader/listener interest and style.
	3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.

ACCESS POINTS	
LAFS.5.L.2.AP.3a	Expand, combine and reduce sentences for meaning, reader interest and style for writing or speaking.

Cluster: Vocabulary Acquisition and Use

STANDARD CODE	STANDARD
LAFS.5.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
	4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
	4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
	4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

ACCESS POINTS	

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	LAFS.5.L.3.AP.4a	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position in a sentence) to determine the meaning of unknown or multiple-meaning words.
	LAFS.5.L.3.AP.4b	Use common grade-appropriate roots and affixes as clues to the meaning of a word.
	LAFS.5.L.3.AP.4c	Find the pronunciation of a word.
	LAFS.5.L.3.AP.4d	Find the precise meaning of a word.
LAFS.5.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. 5a. Interpret figurative language, including similes and metaphors, in context. 5b. Recognize and explain the meaning of common idioms, adages and proverbs. 5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	
	ACCESS POINTS	
	LAFS.5.L.3.AP.5a	Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors and similes.
	LAFS.5.L.3.AP.5b	Identify the meaning of common idioms or proverbs.
	LAFS.5.L.3.AP.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.
	LAFS.5.L.3.AP.5d	Use figurative language in context, including similes and metaphors.
LAFS.5.L.3.6	Acquire and use accurately general academic and domain-specific words and phrases as found in grade level-appropriate texts, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	
	ACCESS POINTS	
	LAFS.5.L.3.AP.6a	Use general academic and domain-specific words and phrases accurately.
	LAFS.5.L.3.AP.6b	Use grade-appropriate general academic and domain-specific words and phrases accurately within informational writing.
Domain: LITERATURE		
Cluster: Key Ideas and Details		
STANDARD CODE	STANDARD	
LAFS.6.RL.1.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
	ACCESS POINTS	

	LAFS.6.RL.1.AP.1a	Refer to details and examples in a text when explaining what the text says explicitly.
	LAFS.6.RL.1.AP.1b	Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters, including how they change during the course of the story.
	LAFS.6.RL.1.AP.1c	Use the specific details from the text to support inferences and explanations about plot development.
LAFS.6.RL.1.2	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 judgments.	
	ACCESS POINTS	
	LAFS.6.RL.1.AP.2a	Select key details about a character and relate those details to a theme within the text.
	LAFS.6.RL.1.AP.2b	Determine the theme(s) of a story, drama or poem, including how it is conveyed through particular details.
	LAFS.6.RL.1.AP.2c	Summarize a text from beginning to end in a few sentences without including personal opinions.
LAFS.6.RL.1.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	
	ACCESS POINTS	
	LAFS.6.RL.1.AP.3a	Describe how the plot unfolds in a story.
	LAFS.6.RL.1.AP.3b	Analyze a character's interactions throughout a story as they relate to conflict and resolution.
Cluster: Craft and Structure		
STANDARD CODE	STANDARD	
LAFS.6.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.	
	ACCESS POINTS	
	LAFS.6.RL.2.AP.4a	Identify phrases with figurative language.
	LAFS.6.RL.2.AP.4b	Determine the meaning of figurative phrases as used in text.
	LAFS.6.RL.2.AP.4c	Identify connotative meaning in a given text.
LAFS.6.RL.2.5	Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.	

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	ACCESS POINTS	
	LAFS.6.RL.2.AP.5a	Identify important events in a text.
	LAFS.6.RL.2.AP.5b	Identify the events that contributed the most to the theme, setting or plot.
LAFS.6.RL.2.6	Explain how an author develops the point of view of the narrator or speaker in a text.	
	ACCESS POINTS	
	LAFS.6.RL.2.AP.6a	Determine the narrative point of view.
	LAFS.6.RL.2.AP.6b	Identify and describe how the narrative point of view influences the reader's interpretation.
	LAFS.6.RL.2.AP.6c	Explain how an author develops the point of view of the narrator or speaker in a text.
Cluster: Integration of Knowledge and Ideas		
STANDARD CODE	STANDARD	
LAFS.6.RL.3.7	Compare and contrast the experience of reading a story, drama or poem to listening to or viewing an audio, video or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	
	ACCESS POINTS	
	LAFS.6.RL.3.AP.7a	Compare the similarities of reading a story or drama to listening to or viewing an audio, video or live version of the text.
	LAFS.6.RL.3.AP.7b	Contrast the differences of reading a story or drama to listening to or viewing an audio, video or live version of the text.
LAFS.6.RL.3.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	
	ACCESS POINTS	
	LAFS.6.RL.3.AP.9a	Compare texts from different genres that have a similar theme or address the same topic.
	LAFS.6.RL.3.AP.9b	Contrast texts from different genres that have a similar theme or address the same topic.
Cluster: Range of Reading and Level of Text Complexity		
STANDARD CODE	STANDARD	
LAFS.6.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	ACCESS POINTS	

	LAFS.6.RL.4.AP.10a	Read or listen to a variety of texts or adapted texts, including historical novels, fantasy stories and novels, poetry, fiction and nonfiction novels.
	LAFS.6.RL.4.AP.10b	Use a variety of strategies to derive meaning from a variety of texts.

Domain: INFORMATIONAL TEXT

Cluster: Key Ideas and Details

STANDARD CODE	STANDARD	
LAFS.6.RI.1.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
	ACCESS POINTS	
	LAFS.6.RI.1.AP.1a	Use textual evidence to support inferences.
LAFS.6.RI.1.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
	ACCESS POINTS	
	LAFS.6.RI.1.AP.2a	Provide a summary of the text based on details from the text.
LAFS.6.RI.1.3	Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes).	
	ACCESS POINTS	
	LAFS.6.RI.1.AP.3a	Identify key individuals, events or ideas in a text.
	LAFS.6.RI.1.AP.3b	Determine how key individuals, events or ideas are introduced in a text.
	LAFS.6.RI.1.AP.3c	Determine how key individuals, events or ideas are illustrated in a text.
	LAFS.6.RI.1.AP.3d	Determine how key individuals, events or ideas are elaborated or expanded on in a text.

Cluster: Craft and Structure

STANDARD CODE	STANDARD	
LAFS.6.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.	
	ACCESS POINTS	
	LAFS.6.RI.2.AP.4a	Identify phrases with figurative language.
	LAFS.6.RI.2.AP.4b	Determine meaning of figurative phrases as used in text.
	LAFS.6.RI.2.AP.4c	Identify meanings of connotations used in text.
LAFS.6.RI.2.5	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.	

	ACCESS POINTS	
	LAFS.6.RI.2.AP.5a	Use signal words as a means of locating information.
	LAFS.6.RI.2.AP.5b	Outline a given text to show how ideas build upon one another.
	LAFS.6.RI.2.AP.5c	Determine the structure of a text (e.g., chronological order, cause/effect, compare/contrast, problem/solution).
	LAFS.6.RI.2.AP.5d	Determine how the information in each section contributes to the whole or to the development of ideas.
LAFS.6.RI.2.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	
	ACCESS POINTS	
	LAFS.6.RI.2.AP.6a	Identify the author's point of view.
	LAFS.6.RI.2.AP.6b	Identify the reason(s) the author wrote the text.
Cluster: Integration of Knowledge and Ideas		
STANDARD CODE	STANDARD	
LAFS.6.RI.3.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	
	ACCESS POINTS	
	LAFS.6.RI.3.AP.7a	Identify what is learned from different media or formats compared to what is learned via written words or spoken words.
	LAFS.6.RI.3.AP.7b	Summarize information gained from a variety of sources, including media or texts.
	LAFS.6.RI.3.AP.7c	Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).
LAFS.6.RI.3.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	
	ACCESS POINTS	
	LAFS.6.RI.3.AP.8a	Identify an argument or claim that the author makes.
	LAFS.6.RI.3.AP.8b	Evaluate the claim or argument; determine if it is supported by evidence.
	LAFS.6.RI.3.AP.8c	Distinguish claims or arguments from those that are supported by evidence from those that are not.
LAFS.6.RI.3.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	

	ACCESS POINTS	
	LAFS.6.RI.3.AP.9a	Compare two texts on the same topic or event.
	LAFS.6.RI.3.AP.9b	Contrast two texts on the same topic or event.

Cluster: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD	
LAFS.6.RI.4.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	ACCESS POINTS	
	LAFS.6.RI.4.AP.10a	Read or listen to a variety of nonfiction texts, including biographies, essays, speeches, journals, news articles and nonfiction novels.
	LAFS.6.RI.4.AP.10b	Use a variety of strategies to derive meaning from a variety of print and non-print texts.

Domain: Writing

Cluster: Text Types and Purposes

STANDARD CODE	STANDARD	
LAFS.6.W.1.1	Write arguments to support claims with clear reasons and relevant evidence. 1a. Introduce claim(s) and organize the reasons and evidence clearly. 1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 1c. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons. 1d. Establish and maintain a formal style. 1e. Provide a concluding statement or section that follows from the argument presented.	
	ACCESS POINTS	
	LAFS.6.W.1.AP.1a	Write an introduction that introduces the writer's claim within an argument.
	LAFS.6.W.1.AP.1b	Create an organizational structure in which ideas are logically grouped to support the writer's claim.
	LAFS.6.W.1.AP.1c	Write arguments to support claims with clear reasons and relevant evidence from credible sources.
	LAFS.6.W.1.AP.1d	Use words, phrases and clauses to link claims and reasons.
	LAFS.6.W.1.AP.1e	Provide a concluding statement or section that follows the argument presented.

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	LAFS.6.W.1.AP.1f	Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.
LAFS.6.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. 2a. Introduce a topic; 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. 2b. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. 2c. Use appropriate transitions to clarify the relationships among ideas and concepts. 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. 2e. Establish and maintain a formal style. 2f. Provide a concluding statement or section that follows from the information or explanation presented.	
	ACCESS POINTS	
	LAFS.6.W.1.AP.2a	Organize ideas, concepts and information (e.g., using definition, classification, comparison/contrast, cause/effect).
	LAFS.6.W.1.AP.2b	Provide an introduction that includes context/background information establishing a central idea or focus about a topic.
	LAFS.6.W.1.AP.2c	Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples.
	LAFS.6.W.1.AP.2d	Include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to promote reading understanding.
	LAFS.6.W.1.AP.2e	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.
	LAFS.6.W.1.AP.2f	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	LAFS.6.W.1.AP.2g	Maintain a consistent style and voice throughout writing.
	LAFS.6.W.1.AP.2h	Provide a concluding statement or section that follows from and summarizes the information presented.

LAFS.6.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. 3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 3c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another. 3d. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events. 3e. Provide a conclusion that follows from the narrated experiences or events.	
	ACCESS POINTS	
	LAFS.6.W.1.AP.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
	LAFS.6.W.1.AP.3b	Organize ideas and event so that they unfold naturally.
	LAFS.6.W.1.AP.3c	When appropriate use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
	LAFS.6.W.1.AP.3d	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
	LAFS.6.W.1.AP.3e	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
	LAFS.6.W.1.AP.3f	Provide a conclusion that follows from the narrated experiences or events.
	LAFS.6.W.1.AP.3g	Use figurative language appropriately, including similes and metaphors.
Cluster: Production and Distribution of Writing		
STANDARD CODE	STANDARD	
LAFS.6.W.2.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
	ACCESS POINTS	
	LAFS.6.W.2.AP.4a	Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) and audience (e.g., reader).
	LAFS.6.W.2.AP.4b	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) and audience.

	LAFS.6.W.2.AP.4c	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to make an argument supported by claims) and audience.
LAFS.6.W.2.5	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. (Editing for conventions should demonstrate command of Language standards 1–3, up to and including grade 6 on page 53.)	
	ACCESS POINTS	
	LAFS.6.W.2.AP.5a	With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, state your claim, gather evidence, create your argument, provide a meaningful conclusion).
	LAFS.6.W.2.AP.5b	With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).
	LAFS.6.W.2.AP.5c	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).
	LAFS.6.W.2.AP.5d	With guidance and support from peers and adults, strengthen writing by revising and editing.
	LAFS.6.W.2.AP.5e	With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).
	LAFS.6.W.2.AP.5f	With guidance and support from peers and adults, strengthen writing as needed by revising and editing.
	LAFS.6.W.2.AP.5g	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting or trying a new approach.
LAFS.6.W.2.6	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 three pages in a single sitting.	
	ACCESS POINTS	
	LAFS.6.W.2.AP.6a	Use technology to produce and publish writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).
	LAFS.6.W.2.AP.6b	Develop sufficient keyboarding skills.
Cluster: Research to Build and Present Knowledge		
STANDARD CODE	STANDARD	

LAFS.6.W.3.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
	ACCESS POINTS	
	LAFS.6.W.3.AP.7a	Follow steps to complete a short research project (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).
LAFS.6.W.3.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
	ACCESS POINTS	
	LAFS.6.W.3.AP.8a	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
	LAFS.6.W.3.AP.8b	Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.
	LAFS.6.W.3.AP.8c	Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.
	LAFS.6.W.3.AP.8d	Provide a bibliography for sources that contributed to the content within a writing piece.
LAFS.6.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection and research. 9a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics."). 9b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.").	
	ACCESS POINTS	
	LAFS.6.W.3.AP.9a	Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).
Cluster: Range of Writing		
STANDARD CODE	STANDARD	
LAFS.6.W.4.10	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.	
	ACCESS POINTS	
	LAFS.6.W.4.AP.10a	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.

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	LAFS.6.W.4.AP.10b	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.
Domain: SPEAKING & LISTENING		
Cluster: Comprehension and Collaboration		
STANDARD CODE	**STANDARD**	
LAFS.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 6 topics, texts and issues, building on others' ideas and expressing their own clearly. 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion. 1b. Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed. 1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion. 1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
	ACCESS POINTS	
	LAFS.6.SL.1.AP.1a	Make appropriate comments that contribute to a collaborative discussion.
	LAFS.6.SL.1.AP.1b	Review the key ideas expressed within a collaborative discussion.
LAFS.6.SL.1.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study.	
	ACCESS POINTS	
	LAFS.6.SL.1.AP.2a	Explain information learned from various mediums.
	LAFS.6.SL.1.AP.2b	Explain how information gained via media and formats contributes to the understanding of a topic, text or issue under study.
LAFS.6.SL.1.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	
	ACCESS POINTS	
	LAFS.6.SL.1.AP.3a	Summarize the points a speaker makes.
	LAFS.6.SL.1.AP.3b	Summarize the points an author makes.
	LAFS.6.SL.1.AP.3c	Distinguish claims or arguments that are supported by evidence from those that are not.

	LAFS.6.SL.1.AP.3d	Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.
Cluster: Presentation of Knowledge and Ideas		
STANDARD CODE	**STANDARD**	
LAFS.6.SL.2.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.	
	ACCESS POINTS	
	LAFS.6.SL.2.AP.4a	Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details
LAFS.6.SL.2.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	
	ACCESS POINTS	
	LAFS.6.SL.2.AP.5a	Use captioned pictures, labeled diagrams, tables or other visual displays in presentations when appropriate to support the topic or theme.
	LAFS.6.SL.2.AP.5b	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)	
	ACCESS POINTS	
	LAFS.6.SL.2.AP.6a	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).
Domain: LANGUAGE		
Cluster: Conventions of Standard English		
STANDARD CODE	**STANDARD**	

LAFS.6.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
	1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	
	1b. Use intensive pronouns (e.g., myself, ourselves).	
	1c. Recognize and correct inappropriate shifts in pronoun number and person.	
	1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	
	1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	
	ACCESS POINTS	
	LAFS.6.L.1.AP.1a	Use strategies (e.g., clarify language and grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.
	LAFS.6.L.1.AP.1b	Identify and use pronouns accurately in writing.
LAFS.6.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	
	2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	
	2b. Spell correctly.	
	ACCESS POINTS	
	LAFS.6.L.1.AP.2a	Use commas, parentheses and/or dashes in writing to set off nonrestrictive/parenthetical elements.
	LAFS.6.L.1.AP.2b	Spell words correctly in writing.
Cluster: Knowledge of Language		
STANDARD CODE	STANDARD	
LAFS.6.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
	ACCESS POINTS	
	LAFS.6.L.2.AP.3a	Vary sentence patterns for meaning, reader interest and style within writing.
Cluster: Vocabulary Acquisition and Use		
STANDARD CODE	STANDARD	

LAFS.6.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. 4a. 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. 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 4c. 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. 4d. 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).	
	ACCESS POINTS	
	LAFS.6.L.3.AP.4a	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position in a sentence) to determine the meaning of unknown or multiple-meaning words.
	LAFS.6.L.3.AP.4b	Use common grade-appropriate roots and affixes as clues to the meaning of a word.
	LAFS.6.L.3.AP.4c	Verify the prediction of the meaning of a new word or phrase.
	LAFS.6.L.3.AP.4d	Consult reference materials to find the pronunciation of a word.
	LAFS.6.L.3.AP.4e	Find the synonym for a word.
	LAFS.6.L.3.AP.4f	Find the precise meaning of a word.
LAFS.6.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. 5a. Interpret figures of speech (e.g., personification) in context. 5b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	
	ACCESS POINTS	
	LAFS.6.L.3.AP.5a	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.
	LAFS.6.L.3.AP.5b	Use figurative language in context, including similes and metaphors.
	LAFS.6.L.3.AP.5c	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

	LAFS.6.L.3.AP.5d	Explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context.
	LAFS.6.L.3.AP.5e	Identify the connotative meaning (the idea associated with the word) of a word or phrase.
LAFS.6.L.3.6	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.	
	ACCESS POINTS	
	LAFS.6.L.3.AP.6a	Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.

Cluster: Key Ideas and Details	
STANDARD CODE	**STANDARD**
LAFS.7.RL.1.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	ACCESS POINTS
	LAFS.7.RL.1.AP.1a	Refer to details and examples in a text when explaining what the text says explicitly.
	LAFS.7.RL.1.AP.1b	Use two or more pieces of textual evidence to support conclusions or summaries of text.
LAFS.7.RL.1.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
	ACCESS POINTS
	LAFS.7.RL.1.AP.2a	Determine the theme or central idea of a text.
	LAFS.7.RL.1.AP.2b	Analyze the development of the theme or central idea over the course of the text and provide a summary.
LAFS.7.RL.1.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
	ACCESS POINTS
	LAFS.7.RL.1.AP.3a	Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).
	LAFS.7.RL.1.AP.3b	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Cluster: Craft and Structure	
STANDARD CODE	STANDARD

LAFS.7.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	
	ACCESS POINTS	
	LAFS.7.RL.2.AP.4a	Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.
	LAFS.7.RL.2.AP.4b	Identify alliteration within text.
	LAFS.7.RL.2.AP.4c	Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story or drama.
LAFS.7.RL.2.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	
	ACCESS POINTS	
	LAFS.7.RL.2.AP.5a	Examine how the structure of a poem or drama adds to its meaning.
LAFS.7.RL.2.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	
	ACCESS POINTS	
	LAFS.7.RL.2.AP.6a	Compare and contrast the points of view of different characters in the same text.
Cluster: Integration of Knowledge and Ideas		
STANDARD CODE	STANDARD	
LAFS.7.RL.3.7	Compare and contrast a written story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color or camera focus and angles in a film).	
	ACCESS POINTS	
	LAFS.7.RL.3.AP.7a	Compare and contrast a story, drama or poem when presented in two different mediums.
	LAFS.7.RL.3.AP.7b	Compare and contrast different mediums that may be used to present literary materials to explore the techniques used in the various mediums.
LAFS.7.RL.3.9	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.	
	ACCESS POINTS	
	LAFS.7.RL.3.AP.9a	Compare and contrast a fictional portrayal of time/place with a historical account of the same time.
	LAFS.7.RL.3.AP.9b	Compare and contrast a fictional character with a historical character of the same time.

Cluster: Range of Reading and Level of Text Complexity	
STANDARD CODE	STANDARD
LAFS.7.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	ACCESS POINTS
	LAFS.7.RL.4.AP.10a	Read or listen to a variety of texts or adapted texts, including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.
	LAFS.7.RL.4.AP.10b	Use a variety of strategies to derive meaning from a variety of literary texts.
Domain: INFORMATIONAL TEXT	
Cluster: Key Ideas and Details	
STANDARD CODE	STANDARD
LAFS.7.RI.1.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	ACCESS POINTS
	LAFS.7.RI.1.AP.1a	Use two or more pieces of evidence to support inferences, conclusions or summaries of text.
LAFS.7.RI.1.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
	ACCESS POINTS
	LAFS.7.RI.1.AP.2a	Determine the central idea of a text
	LAFS.7.RI.1.AP.2b	Analyze the development of the central idea over the course of the text.
	LAFS.7.RI.1.AP.2c	Provide/create an objective summary of a text.
LAFS.7.RI.1.3	Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
	ACCESS POINTS
	LAFS.7.RI.1.AP.3a	Analyze how the interactions of individuals influence ideas or events.
	LAFS.7.RI.1.AP.3b	Analyze how ideas or events influence individuals.
Cluster: Craft and Structure	
STANDARD CODE	STANDARD
LAFS.7.RI.2.4	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 choice on meaning and tone.

	ACCESS POINTS	
	LAFS.7.RI.2.AP.4a	Determine the meaning of words and phrases as they are used with figurative language.
	LAFS.7.RI.2.AP.4b	Determine the connotative meanings of word and phrases as they are used in a text.
	LAFS.7.RI.2.AP.4c	Analyze how the use of figurative, connotative or technical terms affects the meaning or tone of text.
LAFS.7.RI.2.5	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.	
	ACCESS POINTS	
	LAFS.7.RI.2.AP.5a	Use signal words as a means of locating information.
	LAFS.7.RI.2.AP.5b	Outline a given text to show how ideas build upon one another.
	LAFS.7.RI.2.AP.5c	Determine the structure of a text (e.g., chronological order, compare/contrast, cause/effect, problem/solution).
	LAFS.7.RI.2.AP.5d	Determine how the information in each section contributes to the whole or to the development of ideas.
LAFS.7.RI.2.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	
	ACCESS POINTS	
	LAFS.7.RI.2.AP.6a	Determine an author's point of view in a text and analyze how the author distinguishes his or her position from that of others.
	LAFS.7.RI.2.AP.6b	Determine an author's purpose for writing the text.
Cluster: Integration of Knowledge and Ideas		
STANDARD CODE	STANDARD	
LAFS.7.RI.3.7	Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	
	ACCESS POINTS	
	LAFS.7.RI.3.AP.7a	Compare/contrast how two or more authors write or present about the same topic.
LAFS.7.RI.3.8	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.	
	ACCESS POINTS	

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	LAFS.7.RI.3.AP.8a	Identify an argument or claim that the author makes.
	LAFS.7.RI.3.AP.8b	Evaluate the claim or argument to determine if they are supported by evidence.
	LAFS.7.RI.3.AP.8c	Distinguish claims or arguments that are supported by evidence from those that are not.
LAFS.7.RI.3.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	
	ACCESS POINTS	
	LAFS.7.RI.3.AP.9a	Use supporting evidence to summarize central ideas, draw inferences or analyze connections within or across texts.
	LAFS.7.RI.3.AP.9b	Compare/contrast how two or more authors write about the same topic.
	LAFS.7.RI.3.AP.9c	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Cluster: Range of Reading and Level of Text Complexity	

STANDARD CODE	STANDARD
LAFS.7.RI.4.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	ACCESS POINTS
	LAFS.7.RI.4.AP.10a	Read or listen to a variety of texts including historical novels, periodicals, biographies, essays, speeches, journals and nonfiction novels.
	LAFS.7.RI.4.AP.10b	Use a variety of strategies to derive meaning from a variety of print/non-print texts.

Domain: Writing
Cluster: Text Types and Purposes

STANDARD CODE	STANDARD
LAFS.7.W.1.1	Write arguments to support claims with clear reasons and relevant evidence.
	1a. Introduce claim(s), acknowledge alternate or opposing claims and organize the reasons and evidence logically.
	1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
	1c. Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence.
	1d. Establish and maintain a formal style.
	1e. Provide a concluding statement or section that follows from and supports the argument presented.
	ACCESS POINTS

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	LAFS.7.W.1.AP.1a	Produce an introduction that introduces the writer's claims and acknowledges alternate or opposing claims.
	LAFS.7.W.1.AP.1b	Create an organizational structure in which ideas are logically grouped to support the writer's claim.
	LAFS.7.W.1.AP.1c	Write arguments to support claims with logical reasoning and relevant evidence from credible sources.
	LAFS.7.W.1.AP.1d	Use words, phrases and clauses to link opinions and reasons and clarify relationship of ideas.
	LAFS.7.W.1.AP.1e	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).
	LAFS.7.W.1.AP.1f	Provide a concluding statement or section that supports and summarizes the argument presented.
LAFS.7.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. 2a. 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. 2b. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. 2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. 2e. Establish and maintain a formal style. 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	
	ACCESS POINTS	
	LAFS.7.W.1.AP.2a	Organize ideas, concepts and information (using definition, classification, comparison/contrast and cause/effect).
	LAFS.7.W.1.AP.2b	Introduce a topic clearly, previewing information to follow and summarizing stated focus.
	LAFS.7.W.1.AP.2c	Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples.
	LAFS.7.W.1.AP.2d	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.

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	LAFS.7.W.1.AP.2e	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	LAFS.7.W.1.AP.2f	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency and voice should be active versus passive).
	LAFS.7.W.1.AP.2g	Provide a concluding statement or section that follows from and supports the information presented.
	LAFS.7.W.1.AP.2h	Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details and examples.
	LAFS.7.W.1.AP.2i	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.
LAFS.7.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. 3a. 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. 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 3c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another. 3d. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	
	ACCESS POINTS	
	LAFS.7.W.1.AP.3a	Orient the reader by establishing a context and point of view and introducing the narrator and/or characters.
	LAFS.7.W.1.AP.3b	Organize ideas and events so that they unfold naturally.
	LAFS.7.W.1.AP.3c	When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
	LAFS.7.W.1.AP.3d	Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
	LAFS.7.W.1.AP.3e	Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.

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	LAFS.7.W.1.AP.3f	Provide a conclusion that follows from the narrated experiences or events.
	LAFS.7.W.1.AP.3g	Use words, phrases or gathered information to accurately reflect literary context.

Cluster: Production and Distribution of Writing	
STANDARD CODE	STANDARD
LAFS.7.W.2.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	ACCESS POINTS
	LAFS.7.W.2.AP.4a — Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (reader).
	LAFS.7.W.2.AP.4b — Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) and audience.
	LAFS.7.W.2.AP.4c — Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to produce an argument supported by claims) and audience.
LAFS.7.W.2.5	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)
	ACCESS POINTS
	LAFS.7.W.2.AP.5a — With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, state your claim, gather evidence, create your argument, provide a meaningful conclusion).
	LAFS.7.W.2.AP.5b — With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).
	LAFS.7.W.2.AP.5c — With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.
	LAFS.7.W.2.AP.5d — With guidance and support from peers and adults, strengthen writing by revising and editing.
	LAFS.7.W.2.AP.5e — With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).
	LAFS.7.W.2.AP.5f — Use feedback from adults and peers to improve writing.

LAFS.7.W.2.6	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.	
	ACCESS POINTS	
	LAFS.7.W.2.AP.6a	Use technology to produce and publish writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).
Cluster: Research to Build and Present Knowledge		
STANDARD CODE	**STANDARD**	
LAFS.7.W.3.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	
	ACCESS POINTS	
	LAFS.7.W.3.AP.7a	Follow steps to complete a short research project (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).
LAFS.7.W.3.8	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.	
	ACCESS POINTS	
	LAFS.7.W.3.AP.8a	List Internet search terms for a topic of persuasive writing.
	LAFS.7.W.3.AP.8b	List Internet search terms for a topic of study.
	LAFS.7.W.3.AP.8c	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
	LAFS.7.W.3.AP.8d	Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic or text from print and/or digital sources.
	LAFS.7.W.3.AP.8e	Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.
	LAFS.7.W.3.AP.8f	Use a standard format to produce citations.
	LAFS.7.W.3.AP.8g	Evaluate print and digital sources to refine ideas or thoughts while writing.

LAFS.7.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection and research.
	9a. Apply grade 7 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.").
	9b. Apply grade 7 Reading standards to literary 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.").

ACCESS POINTS	
LAFS.7.W.3.AP.9a	Provide evidence from grade-appropriate literary or informational texts to support analysis, reflection and research.

Cluster: Range of Writing	
STANDARD CODE	STANDARD
LAFS.7.W.4.10	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.

ACCESS POINTS	
LAFS.7.W.4.AP.10a	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.
LAFS.7.W.4.AP.10b	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

Domain: SPEAKING & LISTENING
Cluster: Comprehension and Collaboration

STANDARD CODE	STANDARD

LAFS.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 7 topics, texts and issues, building on others' ideas and expressing their own clearly. 1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion. 1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed. 1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. 1d. Acknowledge new information expressed by others and, when warranted, modify their own views.	
	ACCESS POINTS	
	LAFS.7.SL.1.AP.1a	Discuss how own view or opinion changes using new information provided by others.
	LAFS.7.SL.1.AP.1b	Describe how the claims within a speaker's argument match own argument.
	LAFS.7.SL.1.AP.1c	Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.
LAFS.7.SL.1.2	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.	
	ACCESS POINTS	
	LAFS.7.SL.1.AP.2a	Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.
	LAFS.7.SL.1.AP.2b	Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text or issue under study.
	LAFS.7.SL.1.AP.2c	Identify how information presented in diverse media and formats (e.g., visually, quantitatively, orally) on a topic or text contributes to understanding.
LAFS.7.SL.1.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
	ACCESS POINTS	
	LAFS.7.SL.1.AP.3a	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
	LAFS.7.SL.1.AP.3b	Evaluate the soundness or accuracy of reasons presented to support a claim.
Cluster: Presentation of Knowledge and Ideas		

STANDARD CODE	STANDARD	
LAFS.7.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.	
	ACCESS POINTS	
	LAFS.7.SL.2.AP.4a	Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details and examples.
	LAFS.7.SL.2.AP.4b	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.
LAFS.7.SL.2.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	
	ACCESS POINTS	
	LAFS.7.SL.2.AP.5a	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.7.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3.)	
	ACCESS POINTS	
	LAFS.7.SL.2.AP.6a	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).
Domain: LANGUAGE		
Cluster: Conventions of Standard English		
STANDARD CODE	STANDARD	
LAFS.7.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1a. Explain the function of phrases and clauses in general and their function in specific sentences. 1b. Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. 1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
	ACCESS POINTS	
	LAFS.7.L.1.AP.1a	Use simple, compound, complex and compound-complex sentences within writing when appropriate.

	LAFS.7.L.1.AP.1b	Use phrases and clauses accurately within a sentence.
LAFS.7.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. 2a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). 2b. Spell correctly.	
	ACCESS POINTS	
	LAFS.7.L.1.AP.2a	Use commas to separate coordinate adjectives.
	LAFS.7.L.1.AP.2b	Spell words correctly in writing.

Cluster: Knowledge of Language	

STANDARD CODE	STANDARD
LAFS.7.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. 3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
	ACCESS POINTS

	LAFS.7.L.2.AP.3a	Choose language that expresses ideas precisely and concisely by eliminating wordiness and redundancy.
	LAFS.7.L.2.AP.3b	Use words, phrases or gathered information to accurately reflect meaning.

Cluster: Vocabulary Acquisition and Use	

STANDARD CODE	STANDARD
LAFS.7.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 4a. 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. 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). 4c. 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. 4d. 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).

	ACCESS POINTS	
	LAFS.7.L.3.AP.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to determine the meaning of grade-appropriate words or phrases.
	LAFS.7.L.3.AP.4b	Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).
	LAFS.7.L.3.AP.4c	Find the pronunciation of a word.
	LAFS.7.L.3.AP.4d	Find the synonym for a word.
	LAFS.7.L.3.AP.4e	Find the precise meaning of a word.
LAFS.7.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. 5a. Interpret figures of speech (e.g., literary, biblical and mythological allusions) in context. 5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	
	ACCESS POINTS	
	LAFS.7.L.3.AP.5a	Use words, phrases or gathered information to accurately reflect literary context.
	LAFS.7.L.3.AP.5b	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., slim, skinny, scrawny, thin).
	LAFS.7.L.3.AP.5c	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
	LAFS.7.L.3.AP.5d	Identify allusion within a text or media.
	LAFS.7.L.3.AP.5e	Interpret figures of speech (e.g., personification, allusions) in context.
	LAFS.7.L.3.AP.5f	Identify the connotative meaning (the idea associated with the word) of a word or phrase.
LAFS.7.L.3.6	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.	
	ACCESS POINTS	
	LAFS.7.L.3.AP.6a	Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.
	LAFS.7.L.3.AP.6b	Use general academic and domain-specific words and phrases accurately.
Domain: LITERATURE		

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Cluster: Key Ideas and Details		
STANDARD CODE	**STANDARD**	
LAFS.8.RL.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
	ACCESS POINTS	
	LAFS.8.RL.1.AP.1a	Refer to details and examples in a text when explaining what the text says explicitly.
	LAFS.8.RL.1.AP.1b	Use two or more pieces of evidence to support inferences, conclusions or summaries of text.
	LAFS.8.RL.1.AP.1c	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.
LAFS.8.RL.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.	
	ACCESS POINTS	
	LAFS.8.RL.1.AP.2a	Determine the theme or central idea of a text.
	LAFS.8.RL.1.AP.2b	Analyze the development of the theme or central idea over the course of the text, including its relationship to the characters, setting and plot.
	LAFS.8.RL.1.AP.2c	Provide/create an objective summary of a text.
LAFS.8.RL.1.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.	
	ACCESS POINTS	
	LAFS.8.RL.1.AP.3a	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.
	LAFS.8.RL.1.AP.3b	Identify the use of literary techniques within a text.
	LAFS.8.RL.1.AP.3c	Explain how the use of literary techniques within a text advances the plot or reveals aspects of a character.
Cluster: Craft and Structure		
STANDARD CODE	**STANDARD**	
LAFS.8.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	
	ACCESS POINTS	

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	LAFS.8.RL.2.AP.4a	Identify and interpret an analogy within a text.
	LAFS.8.RL.2.AP.4b	Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.
LAFS.8.RL.2.5	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.	
	ACCESS POINTS	
	LAFS.8.RL.2.AP.5a	Compare and contrast the structure of two or more texts.
	LAFS.8.RL.2.AP.5b	Explain how language use contributes to the meaning of a poem or drama.
LAFS.8.RL.2.6	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.	
	ACCESS POINTS	
	LAFS.8.RL.2.AP.6a	Analyze how differences in points of view create such effects as suspense or humor.
Cluster: Integration of Knowledge and Ideas		
STANDARD CODE	STANDARD	
LAFS.8.RL.3.7	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.	
	ACCESS POINTS	
	LAFS.8.RL.3.AP.7a	Compare and contrast content presented in text, media and live performance.
LAFS.8.RL.3.9	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.	
	ACCESS POINTS	
	LAFS.8.RL.3.AP.9a	Compare modern works of literature to the texts from which they draw ideas.
Cluster: Range of Reading and Level of Text Complexity		
STANDARD CODE	STANDARD	
LAFS.8.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas and poems, at the high end of grades 6–8 text complexity band, independently and proficiently.	
	ACCESS POINTS	
	LAFS.8.RL.4.AP.10a	Read or listen to a variety of texts or adapted texts, including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.

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	LAFS.8.RL.4.AP.10b	Use a variety of strategies to derive meaning from a variety of texts.
Domain: INFORMATIONAL TEXT		
Cluster: Key Ideas and Details		
STANDARD CODE	**STANDARD**	
LAFS.8.RI.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
	ACCESS POINTS	
	LAFS.8.RI.1.AP.1a	Use two or more pieces of evidence to support inferences, conclusions or summaries of text.
	LAFS.8.RI.1.AP.1b	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries of text.
LAFS.8.RI.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.	
	ACCESS POINTS	
	LAFS.8.RI.1.AP.2a	Determine two or more central ideas in a text.
	LAFS.8.RI.1.AP.2b	Analyze the development of the central ideas over the course of the text.
	LAFS.8.RI.1.AP.2c	Provide/create an objective summary of a text.
LAFS.8.RI.1.3	Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories).	
	ACCESS POINTS	
	LAFS.8.RI.1.AP.3a	Use comparisons provided by the text to identify relationships between people or events.
	LAFS.8.RI.1.AP.3b	Determine how analogies in the text create relationships between people or events.
Cluster: Craft and Structure		
STANDARD CODE	**STANDARD**	
LAFS.8.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	
	ACCESS POINTS	
	LAFS.8.RI.2.AP.4a	Identify and interpret an analogy within a text.

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	LAFS.8.RI.2.AP.4b	Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.
	LAFS.8.RI.2.AP.4c	Analyze how the use of figurative, connotative or technical terms affects the meaning or tone of text.
LAFS.8.RI.2.5	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.	
	ACCESS POINTS	
	LAFS.8.RI.2.AP.5a	Use signal words as a means of locating information.
	LAFS.8.RI.2.AP.5b	Outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph.
	LAFS.8.RI.2.AP.5c	Determine the structure of a text (e.g., chronological order, compare/contrast, cause/effect, problem/solution).
	LAFS.8.RI.2.AP.5d	Determine how the information in each section contributes to the whole or to the development of ideas.
LAFS.8.RI.2.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to	
	ACCESS POINTS	
	LAFS.8.RI.2.AP.6a	Determine an author's purpose for writing the text.
Cluster: Integration of Knowledge and Ideas		
STANDARD CODE	STANDARD	
LAFS.8.RI.3.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	
	ACCESS POINTS	
	LAFS.8.RI.3.AP.7a	Identify and evaluate advantages of different mediums.
	LAFS.8.RI.3.AP.7b	List and evaluate the disadvantages of different mediums.
	LAFS.8.RI.3.AP.7c	Evaluate the advantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.8	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.	
	ACCESS POINTS	
	LAFS.8.RI.3.AP.8a	Identify an argument or claim that the author makes.

	LAFS.8.RI.3.AP.8b	Evaluate the claim or argument to determine if it is supported by evidence.
	LAFS.8.RI.3.AP.8c	Identify irrelevant evidence and claims.
LAFS.8.RI.3.9	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.	
	ACCESS POINTS	
	LAFS.8.RI.3.AP.9a	Analyze a case in which two or more texts provide conflicting information on the same topic.
	LAFS.8.RI.3.AP.9b	Identify where the texts disagree on matters of fact or interpretation.
Cluster: Range of Reading and Level of Text Complexity		
STANDARD CODE	STANDARD	
LAFS.8.RI.4.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band, independently and proficiently.	
	ACCESS POINTS	
	LAFS.8.RI.4.AP.10a	Read or listen to a variety of texts, including historical novels, periodicals, biographies, essays, speeches, journals, news articles and nonfiction novels.
	LAFS.8.RI.4.AP.10b	Use a variety of strategies (e.g., use context, affixes and roots, use reference materials to derive meaning from a variety of print/non-print texts).
Domain: Writing		
Cluster: Comprehension and Collaboration		
STANDARD CODE	STANDARD	
LAFS.8.W.1.1	Write arguments to support claims with clear reasons and relevant evidence. 1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically. 1b. Provide logically ordered reasons that are supported by facts and details. 1c. Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. 1d. Establish and maintain a formal style. 1e. Provide a concluding statement or section that follows from and supports the argument presented.	
	ACCESS POINTS	

LAFS.8.W.1.AP.1a	Provide an introduction that introduces the writer's claims and distinguishes it from alternate or opposing claims.
LAFS.8.W.1.AP.1b	Create an organizational structure in which ideas are logically grouped to support the writer's claim.
LAFS.8.W.1.AP.1c	Write arguments to support claims with logical reasoning and relevant evidence from credible sources.
LAFS.8.W.1.AP.1d	Use words, phrases and clauses to link opinions and reasons and clarify relationship of ideas.
LAFS.8.W.1.AP.1e	Maintain a consistent style and voice throughout writing.
LAFS.8.W.1.AP.1f	Provide a concluding statement or section that supports and summarizes the argument presented.

LAFS.8.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
	2a. 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.
	2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
	2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	2e. Establish and maintain a formal style.
	2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
	ACCESS POINTS
LAFS.8.W.1.AP.2a	Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.
LAFS.8.W.1.AP.2b	Provide a clear introduction, previewing information to follow and summarizing stated focus.
LAFS.8.W.1.AP.2c	Develop the topic (e.g., add additional information related to the topic) with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
LAFS.8.W.1.AP.2d	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.

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	LAFS.8.W.1.AP.2e	Use precise language and domain-specific vocabulary to inform about or explain the topic.
	LAFS.8.W.1.AP.2f	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).
	LAFS.8.W.1.AP.2g	Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.
	LAFS.8.W.1.AP.2h	Provide a concluding statement or section that follows from and supports the information or explanation presented.
	LAFS.8.W.1.AP.2i	Report on a topic with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.
LAFS.8.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. 3a. 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. 3b. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters. 3c. Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. 3d. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	
	ACCESS POINTS	
	LAFS.8.W.1.AP.3a	Orient the reader by establishing a context and point of view and introducing a narrator and/or characters .
	LAFS.8.W.1.AP.3b	Organize ideas and events so that they unfold naturally.
	LAFS.8.W.1.AP.3c	When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
	LAFS.8.W.1.AP.3d	Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
	LAFS.8.W.1.AP.3e	Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.

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	LAFS.8.W.1.AP.3f	Provide a conclusion that follows from the narrated experiences or events.
	LAFS.8.W.1.AP.3g	Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.

Cluster: Production and Distribution of Writing		
STANDARD CODE	**STANDARD**	
LAFS.8.W.2.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
	ACCESS POINTS	
	LAFS.8.W.2.AP.4a	Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) and audience (e.g., reader).
	LAFS.8.W.2.AP.4b	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) and audience.
	LAFS.8.W.2.AP.4c	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to persuade or make an argument) and audience.
LAFS.8.W.2.5	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 53.)	
	ACCESS POINTS	
	LAFS.8.W.2.AP.5a	With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).
	LAFS.8.W.2.AP.5b	With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).
	LAFS.8.W.2.AP.5c	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.
	LAFS.8.W.2.AP.5d	With guidance and support from peers and adults, strengthen writing by revising and editing.
	LAFS.8.W.2.AP.5e	With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).

	LAFS.8.W.2.AP.5f	Use feedback from adults and peers to improve writing.
LAFS.8.W.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	
	ACCESS POINTS	
	LAFS.8.W.2.AP.6a	Use technology to produce and publish writing (e.g., use word processing to generate and collaborate on writing).

Cluster: Research to Build and Present Knowledge		

STANDARD CODE	STANDARD	
LAFS.8.W.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	
	ACCESS POINTS	
	LAFS.8.W.3.AP.7a	Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
LAFS.8.W.3.8	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.	
	ACCESS POINTS	
	LAFS.8.W.3.AP.8a	Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.
	LAFS.8.W.3.AP.8b	Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.
	LAFS.8.W.3.AP.8c	Use a standard format to produce citations.
	LAFS.8.W.3.AP.8d	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
	LAFS.8.W.3.AP.8e	Evaluate print and digital sources to refine ideas or thoughts while writing.
	LAFS.8.W.3.AP.8f	Use a standard format to write citations.

LAFS.8.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection and research.
	9a. Apply grade 8 Reading standards to literature (e.g., "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.").
	9b. Apply grade 8 Reading standards to literary nonfiction (e.g., "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.").

ACCESS POINTS	
LAFS.8.W.3.AP.9a	Provide evidence from grade-appropriate literary texts to support analysis and reflection.
LAFS.8.W.3.AP.9b	Provide evidence from grade-appropriate informational texts to support analysis, reflection and research.

Cluster: Range of Writing	

STANDARD CODE	STANDARD

LAFS.8.W.4.10	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.

ACCESS POINTS	
LAFS.8.W.4.AP.10a	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.
LAFS.8.W.4.AP.10b	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

Domain: SPEAKING & LISTENING	

Cluster: Comprehension and Collaboration	

STANDARD CODE	STANDARD

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LAFS.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly.
	1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	1b. Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.
	1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
	1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
	ACCESS POINTS
LAFS.8.SL.1.AP.1a	Use information and feedback to refine understanding.
LAFS.8.SL.1.AP.1b	Use information and feedback to clarify meaning for readers.
LAFS.8.SL.1.AP.1c	Discuss how own view or opinion changes using new information provided by others.
LAFS.8.SL.1.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
	ACCESS POINTS
LAFS.8.SL.1.AP.2a	Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).
LAFS.8.SL.1.AP.2b	Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).
LAFS.8.SL.1.AP.2c	Evaluate the motives and purpose behind information presented in diverse media and formats for persuasive reasons.
LAFS.8.SL.1.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
	ACCESS POINTS
LAFS.8.SL.1.AP.3a	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
LAFS.8.SL.1.AP.3b	Identify when irrelevant evidence is introduced within an argument.
LAFS.8.SL.1.AP.3c	Evaluate the soundness or accuracy (e.g., Does the author have multiple sources to validate information?) of reasons presented to support a claim.

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Cluster: Presentation of Knowledge and Ideas		
STANDARD CODE	**STANDARD**	
LAFS.8.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.	
	ACCESS POINTS	
	LAFS.8.SL.2.AP.4a	Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.
	LAFS.8.SL.2.AP.4b	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.
LAFS.8.SL.2.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest.	
	ACCESS POINTS	
	LAFS.8.SL.2.AP.5a	With guidance and support, determine and include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.8.SL.2.6	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.)	
	ACCESS POINTS	
	LAFS.8.SL.2.AP.6a	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).
Domain: LANGUAGE		
Cluster: Conventions of Standard English		
STANDARD CODE	**STANDARD**	
LAFS.8.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. 1b. Form and use verbs in the active and passive voice. 1c. Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood. 1d. Recognize and correct inappropriate shifts in verb voice and mood.	
	ACCESS POINTS	
	LAFS.8.L.1.AP.1a	Use active and passive verbs in writing.

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	LAFS.8.L.1.AP.1b	Use verbs in indicative, imperative, interrogative, conditional and/or subjunctive mood in writing.
LAFS.8.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. 2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. 2b. Use an ellipsis to indicate an omission. 2c. Spell correctly.	
	ACCESS POINTS	
	LAFS.8.L.1.AP.2a	Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.
	LAFS.8.L.1.AP.2b	Identify the use of an ellipsis to indicate an omission.
	LAFS.8.L.1.AP.2c	Spell words correctly in writing.
Cluster: Knowledge of Language		
STANDARD CODE	STANDARD	
LAFS.8.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. 3a. 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).	
	ACCESS POINTS	
	LAFS.8.L.2.AP.3a	Use active and passive voice in writing to achieve a particular effect.
	LAFS.8.L.2.AP.3b	Use verbs in the conditional and subjunctive mood to achieve a particular effect.
Cluster: Vocabulary Acquisition and Use		
STANDARD CODE	STANDARD	
LAFS.8.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. 4a. 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. 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). 4c. 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. 4d. 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).	
	ACCESS POINTS	

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	LAFS.8.L.3.AP.4a	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position in a sentence) as a clue to the meaning of a grade-appropriate word or phrase.
	LAFS.8.L.3.AP.4b	Verify the prediction of the meaning of a new word or phrase.
	LAFS.8.L.3.AP.4c	Find the pronunciation of a word.
	LAFS.8.L.3.AP.4d	Find the synonym for a word.
	LAFS.8.L.3.AP.4e	Find the precise meaning of a word.
LAFS.8.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. 5a. Interpret figures of speech (e.g., verbal irony, puns) in context. 5b. Use the relationship between particular words to better understand each of the words. 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	
	ACCESS POINTS	
	LAFS.8.L.3.AP.5a	Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.
	LAFS.8.L.3.AP.5b	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
	LAFS.8.L.3.AP.5c	Use the relationship between particular words to better understand each of the words.
	LAFS.8.L.3.AP.5d	Identify irony within a text or media.
	LAFS.8.L.3.AP.5e	Identify a pun within a text or media.
	LAFS.8.L.3.AP.5f	Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.
LAFS.8.L.3.6	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.	
	ACCESS POINTS	
	LAFS.8.L.3.AP.6a	Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.
	LAFS.8.L.3.AP.6b	Use general academic and domain-specific words and phrases accurately.
Domain: LITERATURE		

Cluster: Key Ideas and Details	
STANDARD CODE	**STANDARD**
LAFS.9-10.RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

	ACCESS POINTS	
	LAFS.9-10.RL.1.AP.1a	Use two or more pieces of evidence to support inferences.
	LAFS.9-10.RL.1.AP.1b	Use two or more pieces of textual evidence to support conclusions.
	LAFS.9-10.RL.1.AP.1c	Use two or more pieces of evidence to support the summary of the text.
	LAFS.9-10.RL.1.AP.1d	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries of text.

LAFS.9-10.RL.1.2	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.

	ACCESS POINTS	
	LAFS.9-10.RL.1.AP.2a	Determine the theme or central idea of an adapted grade-appropriate text.
	LAFS.9-10.RL.1.AP.2b	Determine how the theme develops.
	LAFS.9-10.RL.1.AP.2c	Determine how key details support the development of the theme of an adapted grade-appropriate text.

LAFS.9-10.RL.1.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters and advance the plot or develop the theme.

	ACCESS POINTS	
	LAFS.9-10.RL.1.AP.3a	Identify a character with multiple or conflicting motivations (i.e., a complex character).
	LAFS.9-10.RL.1.AP.3b	Delineate how a complex character develops over the course of a text, interacts with other characters and advances the plot or develops the theme.

Cluster: Craft and Structure	
STANDARD CODE	**STANDARD**
LAFS.9-10.RL.2.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

	ACCESS POINTS	
	LAFS.9-10.RL.2.AP.4a	Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.
LAFS.9-10.RL.2.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension or surprise.	
	ACCESS POINTS	
	LAFS.9-10.RL.2.AP.5a	Identify the author's choice of text structure to create meaning (e.g., order of events, flashbacks, foreshadowing).
LAFS.9-10.RL.2.6	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.	
	ACCESS POINTS	
	LAFS.9-10.RL.2.AP.6a	Compare and contrast works from different cultures with a common theme.
	LAFS.9-10.RL.2.AP.6b	Analyze the point of view reflected in a work of literature.
STANDARD CODE	STANDARD	
LAFS.9-10.RL.3.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	
	ACCESS POINTS	
	LAFS.9-10.RL.3.AP.7a	Identify what is the same or what is different in two sources or mediums.
LAFS.9-10.RL.3.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible, or how a later author draws on a play by Shakespeare).	
	ACCESS POINTS	
	LAFS.9-10.RL.3.AP.9a	Analyze how an author uses specific works with similar themes to build meaning.
Cluster: Range of Reading and Level of Text Complexity		
STANDARD CODE	STANDARD	
LAFS.9-10.RL.4.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band, independently and proficiently.	
	ACCESS POINTS	

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	LAFS.9-10.RL.4.AP.10a	Read or listen to a variety of texts or adapted texts, including historical novels, classical dramas or plays, poetry, novels, fiction and nonfiction.
	LAFS.9-10.RL.4.AP.10b	Use strategies to derive meaning from a variety of texts and mediums.

Domain: INFORMATIONAL TEXT		
Cluster: Key Ideas and Details		
STANDARD CODE	STANDARD	
LAFS.9-10.RI.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
	ACCESS POINTS	
	LAFS.9-10.RI.1.AP.1a	Use two or more pieces of evidence to support inferences, conclusions or summaries.
	LAFS.9-10.RI.1.AP.1b	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries in a text.
LAFS.9-10.RI.1.2	Determine a central idea of a text and analyze 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.	
	ACCESS POINTS	
	LAFS.9-10.RI.1.AP.2a	Determine the central idea of a text.
	LAFS.9-10.RI.1.AP.2b	Determine how the central idea develops.
	LAFS.9-10.RI.1.AP.2c	Determine how key details support the development of the central idea of a text or an adapted grade-appropriate text.
	LAFS.9-10.RI.1.AP.2d	Provide/create an objective summary of a text or an adapted grade-appropriate text.
LAFS.9-10.RI.1.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.	
	ACCESS POINTS	
	LAFS.9-10.RI.1.AP.3a	Analyze key points throughout a text to determine the organizational pattern or text structure.
	LAFS.9-10.RI.1.AP.3b	Identify connections between key points.
Cluster: Craft and Structure		
STANDARD CODE	STANDARD	
LAFS.9-10.RI.2.4	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).	

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	ACCESS POINTS	
	LAFS.9-10.RI.2.AP.4a	Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.
	LAFS.9-10.RI.2.AP.4b	Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.
LAFS.9-10.RI.2.5	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).	
	ACCESS POINTS	
	LAFS.9-10.RI.2.AP.5a	Analyze in detail how an author's ideas or claims are developed.
	LAFS.9-10.RI.2.AP.5b	Identify key sentences or paragraphs that support claims.
LAFS.9-10.RI.2.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	
	ACCESS POINTS	
	LAFS.9-10.RI.2.AP.6a	Determine the author's point of view or purpose in a text.
	LAFS.9-10.RI.2.AP.6b	Determine/identify the specific language/words that the author uses to advance the point of view or purpose.
	LAFS.9-10.RI.2.AP.6c	Develop and explain ideas for why authors made specific word choices within text.
Cluster: Integration of Knowledge and Ideas		
STANDARD CODE	STANDARD	
LAFS.9-10.RI.3.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	
	ACCESS POINTS	
	LAFS.9-10.RI.3.AP.7a	Compare and contrast various accounts of a subject in two or more mediums.
LAFS.9-10.RI.3.8	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.	
	ACCESS POINTS	
	LAFS.9-10.RI.3.AP.8a	Identify claims and arguments made by the author.
	LAFS.9-10.RI.3.AP.8b	Delineate/trace the authors argument and specific claims.
	LAFS.9-10.RI.3.AP.8c	Evaluate the argument/claims that the author makes to determine if the statements are true or false.
	LAFS.9-10.RI.3.AP.8d	Delineate the argument and specific claims in two or more texts or adapted grade-appropriate texts on related topics.

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	LAFS.9-10.RI.3.AP.8e	Assess the validity of the arguments across texts on related topics.
LAFS.9-10.RI.3.9	Analyze seminal U.S. documents of 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.	
	ACCESS POINTS	
	LAFS.9-10.RI.3.AP.9a	Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail").
	LAFS.9-10.RI.3.AP.9b	Analyze how seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail") address similar central ideas.
Cluster: Range of Reading and Level of Text Complexity		
STANDARD CODE	STANDARD	
LAFS.9-10.RI.4.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band, independently and proficiently.	
	ACCESS POINTS	
	LAFS.9-10.RI.4.AP.10a	Read or listen to a variety of texts, including biographies, essays, speeches, journals and news articles.
	LAFS.9-10.RI.4.AP.10b	Read or listen to challenging grade-appropriate texts.
	LAFS.9-10.RI.4.AP.10c	Use a variety of strategies to derive meaning from a variety print/non-print texts.
Domain: Writing		
Cluster: Text Types and Purposes		
STANDARD CODE	STANDARD	

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LAFS.9-10.W.1.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence. 1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. 1c. Use words, phrases and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 1e. Provide a concluding statement or section that follows from and supports the argument presented.	
ACCESS POINTS		
LAFS.9-10.W.1.AP.1a	Introduce claim(s) for an argument that reflects knowledge of the topic.	
LAFS.9-10.W.1.AP.1b	Identify claim(s) from alternate or opposing claims(s) in writing.	
LAFS.9-10.W.1.AP.1c	Create a writing organizational structure (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provides conclusion) developing relationships among claim(s), reason and evidence.	
LAFS.9-10.W.1.AP.1d	Identify evidence for claim(s) and counterclaim(s).	
LAFS.9-10.W.1.AP.1e	Develop clear claim(s) with specific evidence for a topic or text.	
LAFS.9-10.W.1.AP.1f	Use words, phrases and clauses to create cohesion within writing.	
LAFS.9-10.W.1.AP.1g	Use words, phrases and clauses to clarify the relationship among claims, counterclaims, reasons and evidence.	
LAFS.9-10.W.1.AP.1h	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).	
LAFS.9-10.W.1.AP.1i	Provide a concluding statement or section that supports the argument presented by stating the significance of the claim.	

LAFS.9-10.W.1.2	Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.
	2a. Introduce a topic; 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.
	2b. 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.
	2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
	2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
	2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	2f. 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).

ACCESS POINTS	
LAFS.9-10.W.1.AP.2a	Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.
LAFS.9-10.W.1.AP.2b	Provide a clear introduction previewing information to follow and summarizing stated focus.
LAFS.9-10.W.1.AP.2c	Provide relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate for the audience.
LAFS.9-10.W.1.AP.2d	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.
LAFS.9-10.W.1.AP.2e	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LAFS.9-10.W.1.AP.2f	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).
LAFS.9-10.W.1.AP.2g	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.9-10.W.1.AP.2h	Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details that support the main ideas.

LAFS.9-10.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. 3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. 3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 3e. Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.	
	ACCESS POINTS	
	LAFS.9-10.W.1.AP.3a	Engage and orient the reader by setting out a problem, situation or observation and establishing one or multiple point(s) of view.
	LAFS.9-10.W.1.AP.3b	Engage and orient the reader to the narrator and/or characters.
	LAFS.9-10.W.1.AP.3c	Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives).
	LAFS.9-10.W.1.AP.3d	Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.
	LAFS.9-10.W.1.AP.3e	Sequence events so that they build on one another to create a coherent whole.
	LAFS.9-10.W.1.AP.3f	Create a smooth progression of experiences or events.
	LAFS.9-10.W.1.AP.3g	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
	LAFS.9-10.W.1.AP.3h	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
Cluster: Production and Distribution of Writing		
STANDARD CODE	STANDARD	
LAFS.9-10.W.2.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	

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	ACCESS POINTS	
	LAFS.9-10.W.2.AP.4a	Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) or audience (e.g., reader).
	LAFS.9-10.W.2.AP.4b	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) or audience.
	LAFS.9-10.W.2.AP.4c	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to argue) or audience.
LAFS.9-10.W.2.5	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 on up to and including grades 9-10 on page 55.)	
	ACCESS POINTS	
	LAFS.9-10.W.2.AP.5a	Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.
	LAFS.9-10.W.2.AP.5b	With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).
	LAFS.9-10.W.2.AP.5c	Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counter claim, conclude argument) focused on a specific purpose and audience.
	LAFS.9-10.W.2.AP.5d	Strengthen writing by revising and editing.
	LAFS.9-10.W.2.AP.5e	Strengthen writing by revising and editing (e.g., review product, strengthening story).
LAFS.9-10.W.2.6	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.	
	ACCESS POINTS	
	LAFS.9-10.W.2.AP.6a	Use technology to produce and publish writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).
Cluster: Research to Build and Present Knowledge		
STANDARD CODE	STANDARD	

LAFS.9-10.W.3.7	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.	
	ACCESS POINTS	
	LAFS.9-10.W.3.AP.7a	Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).
LAFS.9-10.W.3.8	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.	
	ACCESS POINTS	
	LAFS.9-10.W.3.AP.8a	Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic from authoritative print and/or digital sources.
	LAFS.9-10.W.3.AP.8b	Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.
	LAFS.9-10.W.3.AP.8c	Integrate information presented by others into the writing product while avoiding plagiarism.
	LAFS.9-10.W.3.AP.8d	Use a standard format to write citations.
	LAFS.9-10.W.3.AP.8e	Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.
LAFS.9-10.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection and research. 9a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]."). 9b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "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.").	
	ACCESS POINTS	
	LAFS.9-10.W.3.AP.9a	Provide evidence from literary or information texts to support analysis, reflection and research.

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LAFS.9-10.W.3.AP.9b	Evaluate an argument within a text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.
LAFS.9-10.W.3.AP.9c	Refine writing to assure accuracy/authenticity (historical, geographical, technical).

Cluster: Range of Writing

STANDARD CODE	STANDARD
LAFS.9-10.W.4.10	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.

ACCESS POINTS	
LAFS.9-10.W.4.AP.10a	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.
LAFS.9-10.W.4.AP.10b	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

Domain: SPEAKING & LISTENING

Cluster: Comprehension and Collaboration

STANDARD CODE	STANDARD
LAFS.9-10.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9–10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively. 1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 1b Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. 1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. 1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

ACCESS POINTS	
LAFS.9-10.SL.1.AP.1a	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.

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	LAFS.9-10.SL.1.AP.1b	Summarize points of agreement and disagreement within a discussion on a given topic or text.
	LAFS.9-10.SL.1.AP.1c	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
	LAFS.9-10.SL.1.AP.1d	Work with peers to set rules for collegial discussions and decision making.
	LAFS.9-10.SL.1.AP.1e	Actively seek the ideas or opinions of others in a discussion on a given topic or text.
	LAFS.9-10.SL.1.AP.1f	Engage appropriately in discussion with others who have a diverse or divergent perspective.
LAFS.9-10.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.	
	ACCESS POINTS	
	LAFS.9-10.SL.1.AP.2a	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.
LAFS.9-10.SL.1.3	Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	
	ACCESS POINTS	
	LAFS.9-10.SL.1.AP.3a	Determine the speaker's point of view or purpose in a text.
	LAFS.9-10.SL.1.AP.3b	Determine what arguments the speaker makes.
	LAFS.9-10.SL.1.AP.3c	Evaluate the evidence used to make the argument.
	LAFS.9-10.SL.1.AP.3d	Evaluate a speaker's point of view, reasoning and use of evidence for false statements, faulty reasoning or exaggeration.
Cluster: Presentation of Knowledge and Ideas		
STANDARD CODE	STANDARD	
LAFS.9-10.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	
	ACCESS POINTS	
	LAFS.9-10.SL.2.AP.4a	Orally report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.
LAFS.9-10.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.	
	ACCESS POINTS	

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	LAFS.9-10.SL.2.AP.5a	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.9-10.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on page 54 for specific expectations.)	
	ACCESS POINTS	
	LAFS.9-10.SL.2.AP.6a	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).

Domain: LANGUAGE		
Cluster: Conventions of Standard English		
STANDARD CODE	STANDARD	
LAFS.9-10.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1a. Use parallel structure.* 1b. 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.	
	ACCESS POINTS	
	LAFS.9-10.L.1.AP.1a	Use parallel structure (e.g., when using gerunds [-ing], infinitives, or voice [active or passive]) within writing or speaking).
	LAFS.9-10.L.1.AP.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participal, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey meaning and add interest to writing.
LAFS.9-10.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. a. Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	
	ACCESS POINTS	
	LAFS.9-10.L.1.AP.2a	Use a semicolon (i.e., to link two or more related independent clauses) appropriately in writing.
	LAFS.9-10.L.1.AP.2b	Use a colon (i.e., to introduce a list or quotation) appropriately in writing.
	LAFS.9-10.L.1.AP.2c	Spell correctly in writing.

Cluster: Knowledge of Language		
STANDARD CODE	STANDARD	
LAFS.9-10.L.2.3	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. 3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	
	ACCESS POINTS	
	LAFS.9-10.L.2.AP.3a	Write and edit work to conform to guidelines in a style manual.
Cluster: Vocabulary Acquisition and Use		
STANDARD CODE	STANDARD	
LAFS.9-10.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	
	ACCESS POINTS	
	LAFS.9-10.L.3.AP.4a	Verify the prediction of the meaning of a new word or phrase.
	LAFS.9-10.L.3.AP.4b	Find the synonym for a word.
	LAFS.9-10.L.3.AP.4c	Find the precise meaning of a word.
	LAFS.9-10.L.3.AP.4d	Find the part of speech for a word.
	LAFS.9-10.L.3.AP.4e	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.
LAFS.9-10.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. 5a. Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text. 5b. Analyze nuances in the meaning of words with similar denotations.	
	ACCESS POINTS	
	LAFS.9-10.L.3.AP.5a	Interpret how literary devices advance the plot or affect the tone or pacing of a work.
	LAFS.9-10.L.3.AP.5b	Identify the denotation for a known word.
	LAFS.9-10.L.3.AP.5c	Explain differences or changes in the meaning of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
	LAFS.9-10.L.3.AP.5d	Identify an oxymoron in a text.
	LAFS.9-10.L.3.AP.5e	Interpret figures of speech in context.

LAFS.9-10.L.3.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Domain: LITERATURE

Cluster: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.11-12.RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ACCESS POINTS	
LAFS.11-12.RL.1.AP.1a	Use two or more pieces of evidence to support inferences, conclusions or summaries of the plot, purpose or theme within a text.
LAFS.11-12.RL.1.AP.1b	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries or text.
LAFS.11-12.RL.1.AP.1c	Use evidence to support conclusions about ideas not explicitly stated in the text.

LAFS.11-12.RL.1.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

ACCESS POINTS	
LAFS.11-12.RL.1.AP.2a	Determine two or more themes or central ideas of an adapted grade-appropriate text.
LAFS.11-12.RL.1.AP.2b	Determine how the theme develops.
LAFS.11-12.RL.1.AP.2c	Provide/create an objective summary of a text.

LAFS.11-12.RL.1.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

ACCESS POINTS	

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LAFS.11-12.RL.1.AP.3a	Analyze the author's choices about what is developed and included in the text and what is not developed and included related to story elements.
LAFS.11-12.RL.1.AP.3b	Analyze the author's choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Cluster: Craft and Structure

STANDARD CODE	STANDARD
LAFS.11-12.RL.2.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful. (Include Shakespeare as well as other authors.)
	ACCESS POINTS
LAFS.11-12.RL.2.AP.4a	Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes and idioms) and connotative meanings.
LAFS.11-12.RL.2.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
	ACCESS POINTS
LAFS.11-12.RL.2.AP.5a	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.
LAFS.11-12.RL.2.6	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).
	ACCESS POINTS
LAFS.11-12.RL.2.AP.6a	Define satire, sarcasm and irony.
LAFS.11-12.RL.2.AP.6b	Differentiate what is directly stated in a text from what is meant.

Cluster: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.11-12.RL.3.7	Analyze multiple interpretations of a story, drama or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
	ACCESS POINTS

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	LAFS.11-12.RL.3.AP.7a	Analyze multiple interpretations of a story, drama or poem (e.g., recorded or live productions of a play or recorded novel or poetry), evaluating how each version interprets the source text.
LAFS.11-12.RL.3.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	
	ACCESS POINTS	
	LAFS.11-12.RL.3.AP.9a	Demonstrate knowledge of eighteenth, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics (historical reflection, social, morals).

Cluster: Range of Reading and Level of Text Complexity		
STANDARD CODE	STANDARD	
LAFS.11-12.RL.4.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band, independently and proficiently.	
	ACCESS POINTS	
	LAFS.11-12.RL.4.AP.10a	Read or listen to a variety of texts or adapted texts including historical novels, periodicals, classical dramas or plays, poetry, novels, fiction and nonfiction.
	LAFS.11-12.RL.4.AP.10b	Independently read or listen to texts or grade-appropriate adapted texts.
	LAFS.11-12.RL.4.AP.10c	Use a variety of strategies to derive meaning from a variety of texts.

Domain: INFORMATIONAL TEXT		
Cluster: Key Ideas and Details		
STANDARD CODE	STANDARD	
LAFS.11-12.RI.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
	ACCESS POINTS	
	LAFS.11-12.RI.1.AP.1a	Use two or more pieces of evidence to support inferences, conclusions or summaries of text or an adapted grade-appropriate text.

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	LAFS.11-12.RI.1.AP.1b	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries in a text.
LAFS.11-12.RI.1.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	
	ACCESS POINTS	
	LAFS.11-12.RI.1.AP.2a	Determine two or more central ideas of a text.
	LAFS.11-12.RI.1.AP.2b	Determine how the central ideas develop.
	LAFS.11-12.RI.1.AP.2c	Determine how key details support the development of the central idea of a text or an adapted grade-appropriate text.
	LAFS.11-12.RI.1.AP.2d	Provide/create an objective summary of a text.
LAFS.11-12.RI.1.3	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.	
	ACCESS POINTS	
	LAFS.11-12.RI.1.AP.3a	Analyze key points throughout a text to determine the organizational pattern or text structure.
	LAFS.11-12.RI.1.AP.3b	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.
Cluster: Craft and Structure		
STANDARD CODE	STANDARD	
LAFS.11-12.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	
	ACCESS POINTS	
	LAFS.11-12.RI.2.AP.4a	Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.
LAFS.11-12.RI.2.5	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.	
	ACCESS POINTS	
	LAFS.11-12.RI.2.AP.5a	Analyze the structure an author uses in his or her exposition or argument.

	LAFS.11-12.RI.2.AP.5b	Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, to determine whether the structure makes points clear and convincing.
LAFS.11-12.RI.2.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	
	ACCESS POINTS	
	LAFS.11-12.RI.2.AP.6a	Determine the author's point of view or purpose in a text.
	LAFS.11-12.RI.2.AP.6b	Determine what arguments the author makes.
	LAFS.11-12.RI.2.AP.6c	Determine/identify the specific language/words that the author uses that contribute to the power, persuasiveness or beauty of the text.
Cluster: Integration of Knowledge and Ideas		
STANDARD CODE	STANDARD	
LASS.11-12.RI.3.7	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.	
	ACCESS POINTS	
	LAFS.11-12.RI.3.AP.7a	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.
LAFS.11-12.RI.3.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	
	ACCESS POINTS	
	LAFS.11-12.RI.3.AP.8a	Identify claims made by the author as being fact or opinion.
	LAFS.11-12.RI.3.AP.8b	Distinguish reliable sources from non-reliable.
	LAFS.11-12.RI.3.AP.8c	Evaluate the premises, purposes and argument that the author makes.
	LAFS.11-12.RI.3.AP.8d	Delineate the premises, purposes, argument and specific claims in two or more texts on related topics.
	LAFS.11-12.RI.3.AP.8e	Assess the validity of the premises, purposes and arguments across texts on related topics.
LAFS.11-12.RI.3.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. 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.	

ACCESS POINTS	
LAFS.11-12.RI.3.AP.9a	Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail").
LAFS.11-12.RI.3.AP.9b	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail").

Cluster: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD
LAFS.11-12.RI.4.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band, independently and proficiently.
ACCESS POINTS	
LAFS.11-12.RI.4.AP.10a	Read or listen to a variety of texts, including biographies, essays, speeches, journals and news articles.
LAFS.11-12.RI.4.AP.10b	Independently read challenging, grade-appropriate texts.
LAFS.11-12.RI.4.AP.10c	Use a variety of strategies to derive meaning from a variety of print/non-print texts.

Domain: Writing

Cluster: Text Types and Purposes

STANDARD CODE	STANDARD

LAFS.11-12.W.1.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
	1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
	1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	1e. Provide a concluding statement or section that follows from and supports the argument presented.

ACCESS POINTS	
LAFS.11-12.W.1.AP.1a	Introduce claim(s) for an argument that reflects knowledge of the topic.
LAFS.11-12.W.1.AP.1b	Use context or related text to establish the significance of the claim(s).
LAFS.11-12.W.1.AP.1c	Identify claim(s) from alternate or opposing claims(s) in writing.
LAFS.11-12.W.1.AP.1d	Create a writing organizational structure (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) logically sequencing claim(s), counterclaims, reason and evidence.
LAFS.11-12.W.1.AP.1e	Select the most relevant evidence for claim(s) and counterclaim(s) for use in writing.
LAFS.11-12.W.1.AP.1f	Develop clear claim(s) with the most relevant evidence for a topic or text.
LAFS.11-12.W.1.AP.1g	Use words, phrases and clauses to create cohesion within writing.
LAFS.11-12.W.1.AP.1h	Use words, phrases and clauses to clarify the relationship among claims, counterclaims, reasons and evidence.
LAFS.11-12.W.1.AP.1i	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).
LAFS.11-12.W.1.AP.1j	Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic.

LAFS.11-12.W.1.2	Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.
	2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
	2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
	2d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic. 2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	2f. 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).

ACCESS POINTS	
LAFS.11-12.W.1.AP.2a	Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.
LAFS.11-12.W.1.AP.2b	Provide a clear introduction previewing information to follow and summarizing stated focus.
LAFS.11-12.W.1.AP.2c	Provide the facts, extended definitions, concrete details, quotations or other information and examples that are most relevant to the focus and appropriate for the audience.
LAFS.11-12.W.1.AP.2d	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.
LAFS.11-12.W.1.AP.2e	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LAFS.11-12.W.1.AP.2f	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).
LAFS.11-12.W.1.AP.2g	Provide a concluding statement or section that follows from and supports the information or explanation presented.

	LAFS.11-12.W.1.AP.2h	Report on a topic using a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.
LAFS.11-12.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. 3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. 3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth or resolution). 3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 3e. Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.	
	ACCESS POINTS	
	LAFS.11-12.W.1.AP.3a	Engage and orient the reader by setting out a problem, situation or observation and establishing one or multiple point(s) of view.
	LAFS.11-12.W.1.AP.3b	Engage and orient the reader to the narrator and/or characters.
	LAFS.11-12.W.1.AP.3c	Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives).
	LAFS.11-12.W.1.AP.3d	Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.
	LAFS.11-12.W.1.AP.3e	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth or resolution).
	LAFS.11-12.W.1.AP.3f	Create a smooth progression of experiences or events.
	LAFS.11-12.W.1.AP.3g	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.

	LAFS.11-12.W.1.AP.3h	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
Cluster: Production and Distribution of Writing		
STANDARD CODE	**STANDARD**	
LAFS.11-12.W.2.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
	ACCESS POINTS	
	LAFS.11-12.W.2.AP.4a	Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) or audience (e.g., reader).
	LAFS.11-12.W.2.AP.4b	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) or audience.
	LAFS.11-12.W.2.AP.4c	Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to argue or support claims) or audience.
LAFS.11-12.W.2.5	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 up to and including grades 11-12 on page 55.)	
	ACCESS POINTS	
	LAFS.11-12.W.2.AP.5a	Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.
	LAFS.11-12.W.2.AP.5b	Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).
	LAFS.11-12.W.2.AP.5c	Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counter claim, conclude argument).
	LAFS.11-12.W.2.AP.5d	Strengthen writing by revising and editing.
	LAFS.11-12.W.2.AP.5e	Strengthen writing by revising and editing (e.g., review product, strengthening story).
LAFS.11-12.W.2.6	Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
	ACCESS POINTS	

	LAFS.11-12.W.2.AP.6a	Use technology to produce and publish writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).
Cluster: Research to Build and Present Knowledge		
STANDARD CODE	**STANDARD**	
LAFS.11-12.W.3.7	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.	
	ACCESS POINTS	
	LAFS.11-12.W.3.AP.7a	Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
LAFS.11-12.W.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
	ACCESS POINTS	
	LAFS.11-12.W.3.AP.8a	Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic or text from authoritative print and/or digital sources.
	LAFS.11-12.W.3.AP.8b	Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.
	LAFS.11-12.W.3.AP.8c	Integrate information presented by others that is determined to be the most appropriate for the task, purpose and audience into the writing product while avoiding plagiarism.
	LAFS.11-12.W.3.AP.8d	Use a standard format to write citations.
	LAFS.11-12.W.3.AP.8e	Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.

LAFS.11-12.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection and research. 9a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics."). 9b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes and arguments in works of public advocacy (e.g., The Federalist, presidential addresses].").	
	ACCESS POINTS	
	LAFS.11-12.W.3.AP.9a	Provide evidence from literary or information texts to support analysis, reflection and research.
	LAFS.11-12.W.3.AP.9b	Evaluate an argument within a seminal text or adapted text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.
	LAFS.11-12.W.3.AP.9c	Refine writing to assure accuracy/authenticity (e.g., historical, geographical, technical).

Cluster: Range of Writing		
STANDARD CODE	**STANDARD**	
LAFS.11-12.W.4.10	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.	
	ACCESS POINTS	
	LAFS.11-12.W.4.AP.10a	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.
	LAFS.11-12.W.4.AP.10b	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

Domain: SPEAKING & LISTENING
Cluster: Comprehension and Collaboration
STANDARD CODE	**STANDARD**

LAFS.11-12.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 11–12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively. 1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 1b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. 1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives. 1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	
	ACCESS POINTS	
	LAFS.11-12.SL.1.AP.1a	Consider a full range of ideas or positions on a given topic or text when presented in a discussion.
	LAFS.11-12.SL.1.AP.1b	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.
	LAFS.11-12.SL.1.AP.1c	Summarize points of agreement and disagreement within a discussion on a given topic or text.
	LAFS.11-12.SL.1.AP.1d	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
	LAFS.11-12.SL.1.AP.1e	Work with peers to promote democratic discussions.
	LAFS.11-12.SL.1.AP.1f	Actively seek the ideas or opinions of others in a discussion on a given topic or text.
	LAFS.11-12.SL.1.AP.1g	Engage appropriately in discussion with others who have a diverse or divergent perspectives.
LAFS.11-12.SL.1.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	
	ACCESS POINTS	

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	LAFS.11-12.SL.1.AP.2a	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.
LAFS.11-12.SL.1.3	Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.	
	ACCESS POINTS	
	LAFS.11-12.SL.1.AP.3a	Determine the speaker's point of view or purpose in a text.
	LAFS.11-12.SL.1.AP.3b	Determine what arguments the speaker makes.
	LAFS.11-12.SL.1.AP.3c	Evaluate the evidence used to make the speaker's argument.
	LAFS.11-12.SL.1.AP.3d	Evaluate a speaker's point of view, reasoning, use of evidence and rhetoric for ideas, relationship between claims, reasoning, evidence and word choice.

Cluster: Presentation of Knowledge and Ideas	
STANDARD CODE	STANDARD
LAFS.11-12.SL.2.4	Present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
	ACCESS POINTS
	LAFS.11-12.SL.2.AP.4a	Report orally on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.
LAFS.11-12.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.
	ACCESS POINTS
	LAFS.11-12.SL.2.AP.5a	Include digital multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.11-12.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)
	ACCESS POINTS
	LAFS.11-12.SL.2.AP.6a	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).
Domain: LANGUAGE	

Cluster: Conventions of Standard English	
STANDARD CODE	STANDARD
LAFS.11-12.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1a. Apply the understanding that usage is a matter of convention, can change over time and is sometimes contested. 1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.

ACCESS POINTS	
LAFS.11-12.L.1.AP.1a	Apply conventions of usage in speaking and writing (e.g., who vs. that vs. which; ending a sentence with a preposition; who vs. whom), consulting reference material as needed.

LAFS.11-12.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. 2a. Observe hyphenation conventions. 2b. Spell correctly.

ACCESS POINTS	
LAFS.11-12.L.1.AP.2a	Follow hyphenation conventions.
LAFS.11-12.L.1.AP.2b	Spell correctly in writing.

Cluster: Knowledge of Language	
STANDARD CODE	STANDARD
LAFS.11-12.L.2.3	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. 3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

ACCESS POINTS	
LAFS.11-12.L.2.AP.3a	Vary syntax within writing for effect.
LAFS.11-12.L.2.AP.3b	Write and edit work to conform to guidelines in a style manual.

Cluster: Vocabulary Acquisition and Use	
STANDARD CODE	STANDARD

LAFS.11-12.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. 4a. 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. 4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). 4c. 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, its etymology or its standard usage. 4d. 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).	
	ACCESS POINTS	
	LAFS.11-12.L.3.AP.4a	Verify the prediction of the meaning of a new word or phrase.
	LAFS.11-12.L.3.AP.4b	Consult reference materials to find the synonym for a word.
	LAFS.11-12.L.3.AP.4c	Consult reference materials to find the precise meaning of a word.
	LAFS.11-12.L.3.AP.4d	Consult reference materials to find the part of speech for a word.
	LAFS.11-12.L.3.AP.4e	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.
LAFS.11-12.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. 5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. 5b. Analyze nuances in the meaning of words with similar denotations.	
	ACCESS POINTS	
	LAFS.11-12.L.3.AP.5a	Interpret how literary devices advance the plot and affect the tone or pacing of a work.
	LAFS.11-12.L.3.AP.5b	Identify the denotation for a known word.
	LAFS.11-12.L.3.AP.5c	Explain differences or changes in the meaning of words with similar denotations.
	LAFS.11-12.L.3.AP.5d	Identify hyperbole in a text.
	LAFS.11-12.L.3.AP.5e	Interpret figures of speech in context.

LAFS.11-12.L.3.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
	ACCESS POINTS	
	LAFS.11-12.L.3.AP.6a	Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.
	LAFS.11-12.L.3.AP.6b	Use newly acquired domain-specific words and phrases accurately.