
State Adoption of the Common Core State Standards: the 15 Percent Rule

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INTRODUCTION

As of this writing, 45 states have adopted the Common Core State Standards for mathematics and 46 states have adopted the Common Core State Standards for English language arts and literacy. Washington, D. C., the Commonwealth of Northern Marianas Islands, and the Virgin Islands also have adopted the Common Core standards for both subject areas. These entities, by agreement, have accepted that the Common Core State Standards (CCSS) will account for 85 percent of the total number of the standards in a subject area, meaning that states have the option to identify as much as 15 percent in additional standards once they've adopted the Common Core verbatim.

The purpose of this project is to identify how entities who have adopted the Common Core State Standards are addressing this option to add content to the standards. This report describes the policy decisions of adopters on the “15 percent question” as well as reports on and lists any such additional standards they have identified thus far. McREL discussed the adoption with representatives of six adopting state departments of education in the Central Region¹ over the last several months and learned that how others have addressed this option is of interest. As additional states consider the question of whether they should add state material to the Common Core State Standards, this report may aid their considerations.

Approaches taken to the 15 percent question were found to vary. The majority of entities (30) adopted the Common Core State Standards as is, with no additional standards and with no mention as of yet of how they addressed the option to add 15 percent. Eight states adopted the Common Core State Standards and explained why they chose not to augment the standards; four of these may add content in the future. Eleven states adopted the Common Core State Standards and added state-specific standards in at least one subject, while several states added explanatory or supporting material to their state versions of the Common Core documents, such as examples, knowledge and skill statements, and performance descriptors.

BACKGROUND

In the spring of 2009, the Council of Chief State School Officers, a nonpartisan organization of the heads of departments of elementary and secondary education, together with the National Governors' Alliance, the bipartisan organization of the nation's governors, and representatives from 48 participating states, two territories, and the District of Columbia established the Common Core State Standards Initiative (CCSSI). The initiative was formed to develop a core of standards that “define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs” (CCSSI, 2010). In June 2010, the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* and *Common Core State Standards for Mathematics* were

¹Colorado, Kansas, Missouri, North Dakota, South Dakota, and Wyoming

published. As of this writing, 45 states, Washington, D. C., the Commonwealth of Northern Marianas Islands, and the Virgin Islands have adopted the Common Core State Standards for both English language arts/literacy and mathematics.

THE 15 PERCENT RULE

The CCSSI defines adoption of the Common Core standards to mean that an authorizing body, such as a state board of education, has accepted 100 percent of the standards verbatim. States are “allowed to add an additional 15 percent on top of the core” (CCSSI, March 2010). The Initiative is silent on the process for identifying such content, the format it should take, or how or whether such content might be assessed.

PREVIOUS RESEARCH

Some six months after the release of the Common Core standards, the Center for Education Policy (CEP) surveyed state deputy superintendents of education or their designees regarding state adoption and implementation of the Common Core standards (CEP, 2011). Their report, published in January 2011, focused on the plans that states were making in anticipation of the Common Core. As part of this survey, states were asked how they intended to approach the 15 percent rule. According to the study,

Twelve states do not plan to incorporate state-determined content in the new set of standards, while 11 states do plan to do so and another 11 are unsure. Of the 11 states that do intend to add content, 9 expect to add elements from their current standards in reading or English language arts, and 8 expect to add content from their current standards in math (CEP, 2011, p. 4).

Nearly a third of the states responding to this question could not yet say how the state intended to approach the 15 percent question.

The current study serves to update the information of the previous study and to expand upon it by also identifying the content that states added to the standards when they elected to do so.

METHODOLOGY

Analysts examined the state department of education web sites of all those entities who have adopted the Common Core State Standards to determine what policies have been agreed to relative to the adoption of additional standards and what standards, if any, have been identified.

Information from websites was coded into a spreadsheet, identifying for each Common Core adoptee whether or not a policy statement explicitly addressing the 15 percent rule was publically available. Statements were collected and reviewed. Entities were then sorted into those that explicitly stated they were not going to add content at this time, those that explicitly stated

that they were adding content, and those for which no explicit statement about additional content could be found. Appendix A provides details about the decision statements made by eleven states that have chosen to add content to the Common Core standards.

A second review was conducted of websites for which no explicit statements about the 15 percent rule could be found. With the exception of the eight states who explicitly state that they were not going to add content, the English language arts and mathematics standards documents were reviewed. Whenever found, content added by the state was identified and cataloged according to where the content appears within the Common Core State Standards. Appendix B details the content added. In addition, the format that states chose to use when including content and the methods they used were evaluated and are described within the Findings section of this report.

FINDINGS

Analysts examined the state department of education web sites of all those entities who have adopted the Common Core State Standards to determine what policies have been agreed to relative to the adoption of additional standards and what standards, if any, have been identified. All relevant publicly available documents were reviewed, including PowerPoint presentations, press releases, responses to frequently asked questions (FAQs), and each agency's Common Core standards documents.

As of December 1, 2011, thirty adopting states and territories have yet to make a statement regarding whether they will identify additional standards. Eight states have elected not to add standards at the current time; four of these states reserve the option to add standards in the future. Eleven states have elected to add standards; a brief description of the process each state used to add these standards is provided as Appendix A.

In addition, analysts also noted that many states added explanatory or supporting material, such as clarifying examples, to the standards without adding new content. Such material was not considered to be additional content and is not reported in Appendix B in which the added 15 percent content is listed.

COMMON CORE STATES WITH NO MENTION OF A STATE 15 PERCENT DECISION

Most entities that adopted the Common Core State Standards have provided no explicit statements regarding the 15 percent option in the publically available material on their state web sites. These states are listed in Figure 1, below.

Figure 1: Entities that have adopted Common Core State Standards with no statement about the 15 percent addition option

Arkansas	New Jersey
Connecticut	Nevada
Delaware	North Carolina
Hawaii	North Dakota
Idaho	Oklahoma
Illinois	Oregon
Indiana	Rhode Island
Kentucky	South Carolina
Louisiana	Tennessee
Maine	Utah
Maryland	Vermont
Michigan	West Virginia
Mississippi	District of Columbia
Missouri	U.S. Virgin Islands
New Hampshire	Northern Mariana Islands

It should be noted that although no explicit statement was found on these states’ websites regarding their decision, any entity may have made a decision and not yet posted a formal statement online, or it may be delaying a decision. At the time of this writing, the Common Core standards posted on sites for those entities listed in Figure 1 do not contain any additional content standards.

COMMON CORE STATES WHO WILL NOT ADD CONTENT AT THIS TIME

Of the adopting entities, eight states explicitly stated that they will not be adding any additional state-specific content. Of these, four states indicated they may add additional content in the future. Figure 2 identifies those states that have issued a public statement indicating that at present no additional state content material would be added.

Figure 2: States that have adopted the Common Core State Standards with a statement regarding the decision to not add state-specific content

Florida	South Dakota
Georgia*	Washington*
Ohio*	Wisconsin
Pennsylvania*	Wyoming

*states that indicate additional content may be added in the future if deemed necessary

The statements for these states about their 15 percent decision were found within a wide variety of state documents, including press releases, department memos, and question and answer forums.

COMMON CORE STATES THAT ADDED CONTENT UNDER THE 15 PERCENT RULE

Of the 46 entities that have adopted the Common Core State Standards, 11 states elected to add new state-specific content in at least one subject area. These states are identified in Figure 3. Appendix A provides detailed descriptions of each of these states' decision to augment the standards with additional state content. A number of states, including some listed in Figure 3, have added supplementary content to the Common Core; because this content is intended not as additional but as explanatory comments, it does not form part of this study. Some examples even appear as parenthetical material for specific Common Core standards, but are not be intended as part of added 15 percent standards content or considered so for the purpose of this report. Also, any standards that states added that are not required of all students, such as those found in optional courses, such as Algebraic Connections or Discrete Mathematics, were not considered part of the 15 percent that can be added to the required standards. Likewise, curricular documents that assign standards to particular courses, which are not required of all students, were not considered part of the 15 percent.

Figure 3: States that have adopted the Common Core State Standards and have published additional standards

Alabama	Kansas
Arizona	Massachusetts
California	Minnesota (ELA only)
Colorado	Montana
Iowa	New York
	New Mexico(ELA only)

The scope of changes made by these states varies widely, as does the format used to insert the new content. There is no prescribed method for the states to augment the standards by 15 percent. The balance of this report provides a general description of the topics states addressed in the added standards as well as how they added the content to the Common Core. A complete and detailed listing of all added content may be found in Appendix B.

Alabama

Alabama's mathematics standards have added content at the high school level but not at grades K–8. The added content comes from the state's prior standards document, the 2009 *Alabama Course of Study: Mathematics* and can be identified by a unique symbol that appears at the end of the standard. In total, Alabama added three required standards to high school – one in Algebra and two in Geometry.

For grades K–8, Alabama's 2010 *English Language Arts Course of Study* adds eight statements to the CCSS, organized beneath existing standards. In high school, 9 standards or statements of additional content are added to the standards, and 7 have added words or phrases. Like the mathematics standards, these new items can be identified by a symbol at the end of the standard. Across the 17 additions in grades K–12, all but one are organized at the level of lettered statements and at the 9–12 level. Many of these additions are due to the fact that Alabama has articulated each grade in high school, rather than combine grades 9/10 and 11/12 as the CCSS does. Most of Alabama's added ELA content is found within the Conventions cluster of the

Language strand and in the Knowledge and Ideas cluster of the Reading strand (both literature and information). The other additions appear among a variety of other strands and clusters.

Arizona

The *Arizona Academic Content Standards for Mathematics* use a different overall format to present the Common Core standards, specifically, a table with a column labeled “Standards” which includes the CCSS and any additional Arizona standards, a column labeled “Mathematical Practices,” and a column labeled “Explanations and Examples.”

Arizona added two standards to math – one at grade 4 and another at grade 6. Added content is identified by the prefix “AZ,” followed by an identifying code used throughout the document. This consists of the grade, cluster abbreviation, and standard number. For example, in grade 4, the new standard is identified as AZ.4.OA.3.1. The 4 refers to the grade, OA refers to Operations of Algebra, and 3 refers to the CCSS standard number. Although not specified in the document, the addition of a ‘.1’ to an existing standard suggests the content is appended, rather than considered sufficient to establish a new standard.

In high school math, four additional math standards in the subject of Discrete Mathematics are elective and not required of all students.

Arizona’s *English Language Arts Standards* add 17 statements of additional content to grades K–8. In high school, 16 content statements are added to the standards. These new statements are identified within highlighted boxes beneath the appropriate standard. For example, under Common Core’s Language Standards for K–5, grade 2, standard 1 – Arizona adds a detailed item to the list of lettered statements under the Common Core standard about grammar usage:

- g. Write multiple sentences in an order that supports a main idea or story.

It is most often at this detailed level that Arizona adds content, and often related content is added to each grade in a span. Arizona’s additions fall into three clusters: Range of Reading and Level of Complexity under the Reading for Information strand, within Conventions of Standard English under the Language strand, and within Production and Distribution of Writing in the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects. The majority of additions are related to the reading and writing of functional texts.

California

While the overall structure of the *California Common Core Standards for Mathematics* replicates the Common Core State Standards, there are several different ways of augmenting the CCSS that can be found throughout the document. Additional content can always be readily identified by the underlined, bolded, and italicized text. In some cases the additional content was labeled with the next consecutive number in the standards sequence, as in the example below:

- 4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
- 5. Use repeated addition and counting by multiples to demonstrate multiplication.***

In other cases, however, the additional content was given a ‘.1,’ possibly indicating that it is a subpart to the previous Common Core standard. For example:

3. Tell and write time in hours and half-hours using analog and digital clocks.
3.1 Relate time to events (e.g., before/after, shorter/longer).

In some cases, a statement of new content appears at the end of a CCSS standard, with no number attached to the additional content. Finally, additional text was also found embedded within the CCSS. For example:

Solve word problems involving **combinations of** dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Also noteworthy is that California moved some content from a higher grade to lower grade. This content is also identifiable by the underlined, bolded, and italicized text, followed by the text that indicates the grade from which the content was moved. Such changes to the CCSS are not included in Appendix B of this report, which identifies only new content. In total, California added 17 standards and appended 26 detailed statements to the CCSS math; they also added words or phrases to the text of another eight standards and added two new domains and two new clusters. The state added no other supplementary material to its math document.

While California added concepts across the majority of math domains, some trends could be seen. In the early elementary grades, the state added the most content to measurement and data, specifically, content related to concepts of time. Later elementary grade content shows more additions in operations. In middle school, the additions tend to focus on geometry concepts. In high school, Algebra and Functions show the greatest number of additions.

California adheres to the CCSS English language arts format, adding items in the form of statements below the standards or as additional wording within the standards and statements. There are two cases – in Writing K–5, grade 2 – where California adds new standards (4 and 10). All additions are in bold face and underlined. California language arts standards have numerous non-standards additions: 36 new statements and 33 added details to standards and statements.

Generally, California adds ELA content across all of the strands (except for the literacy in history/social studies, science, and technical subjects at grades 6–12), and across most of the clusters. In the upper grade levels, 6–12, there is a marked increase in additions to the Craft and Structure cluster within the Reading strand, within the Text Types and Purposes cluster of the Writing strand, and within the Presentation of Knowledge and Ideas cluster of the Speaking and Listening strand, and within the Language strand.

Colorado

Colorado took an approach considerably different from the other states. The structure and overall format of the *Colorado Academic Standards* (CAS) in Mathematics and ELA are not the same as the CCSS; rather a different format that is the same across all subject areas in the state is applied, including supporting material such as inquiry questions and real-world examples. Colorado

augmented the CCSS with additional content, which may be identified in the CAS documents because all Common Core State Standards are cited with their CCSS code, while unique Colorado content has no citation. For example:

- c. Compare and instantly recognize numbers. (CCSS: K.CC)
 - i. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (CCSS: K.CC.6)
 - ii. Compare two numbers between 1 and 10 presented as written numerals. (CCSS: K.CC.7)
 - iii. Identify small groups of objects fewer than five without counting

The last statement – with no CCSS code following it – is unique to Colorado. Content that was cited as CCSS but broken apart or moved to fit the organizational structure of the Colorado standards was not considered additional content and therefore is not displayed in Appendix B.

In total, Colorado added 32 standards to math. While the additions are fairly evenly dispersed among grades and topics, overall the elementary grades show more additions in Operations and Algebraic thinking, while the middle school additions tend to appear under the domains of Geometry and Ratios and Proportional Relationships. In high school, additions were made to Functions and Statistics and Probability.

Within the English language arts standards, the Common Core State Standards have been reorganized to fit within Colorado's structure: Standards, Grade Level Expectations, and Student Outcomes. There are 414 total statements without a CCSS code assigned, but many of these are appended details, which do not necessarily have a similar scope as most Common Core standards. The Colorado ELA standards articulate high school content into four separate grades (9–12), rather than in two grade bands as found in the CCSS (9/10 and 11/12). This makes the addition of unique Colorado content at this level somewhat significant. Colorado also added preschool standards, but these were not reviewed or considered part of the 15 percent for this report.

Although Colorado's additions to ELA are dispersed widely across strands of the Common Core State Standards, certain patterns appear over the grade levels. In early elementary, additions often appear in the Writing strand. In upper elementary, added content is more frequent in the Reading Information and Language strands. In grades 6–8, additions concentrate in Speaking and Listening and in the Reading Information and Writing strands. Additions to the high school standards appear across Reading, Writing, Speaking and Listening, and Language. At all grades, many of the additions to Reading and Writing are related to research skills and logic/reasoning applied to informational texts.

Iowa

The *Iowa Core: Mathematics* document replicates the CCSS except for the addition of two standards at grade 2 (related to time and data collection) and five standards at high school (four in Geometry and one in Number and Quantity). Rather than number the additional standards sequentially within a cluster by extending the CCSS code or append them to a Common Core standard, Iowa elected to sequentially number each of the three additional standards separately

with an “IA” prefix. The first standard – added to second grade – is identified as IA.1. The next new standard, also added to second grade, is IA.2. Iowa continues the numbering pattern into high school, where the next new standard – added to Number and Quantity – is IA.3. Iowa also affixes the CCSS code to the end of each Common Core Standard, but does not provide an appended code to unique Iowa standards. Iowa added no other supplementary material to the document.

The Iowa Core Standards for English language arts follows the CCSS organization, with a similar coding scheme as mathematics. Iowa’s additions are entered at the end of each cluster of standards (e.g., Key Ideas, Craft and Structure), and have a unique Iowa standard code (e.g., IA2) at the beginning of each new statement. Iowa made 18 additions to grades K–8 and 32 additions to grades 9–12. Iowa’s ELA additions occur in Reading (Literature and Informational Text), and Speaking and Listening.

Kansas

The *Common Core State Standards for Mathematics with the Kansas Additions* reflects the CCSS verbatim, in wording and structure. However, an addition was made to the beginning of the math document. Kansas added “curricular considerations” in the domains of Algebraic Patterning and Probability and Statistics. An introductory discussion notes that the Kansas review committee felt strongly that additional detail should be provided on these topics for schools and districts, which would then decide how best to incorporate this information. The specifics of implementation are left to districts, specifically:

The information in the following two pages is intended to help districts review these content areas and insure their coverage in their curriculum planning, but not to dictate at what grade level(s) it is most appropriate to emphasize them (p. 9).

Kansas added no other supplementary material to the math document.

The *Kansas Common Core Standards for English Language Arts* add standards only to the CCSS College and Career Readiness Anchor Standards, which describe the knowledge and skills that students need for entrance into college or the workforce. In a separately published document, Kansas added two anchor standards in Reading and one in Writing, as well as a set of five anchor standards to the Literacy standards for history/social studies, science, and technical subjects. The introduction to these added standards notes that “Although many of the concepts included within these standards are present in the CCSS, KSDE [Kansas State Department of Education] wanted to highlight the importance of each one.”

Massachusetts

The structure of the *Massachusetts Curriculum Framework for Mathematics* replicates the CCSS. In grades K–8, Massachusetts augmented the CCSS with 13 standards; in high school nine standards were added. The state also added a new domain. The elementary additions focused primarily on Operations and Measurement, while the middle school standards added many statements about the application of mathematical concepts, such as ratio concepts and reasoning, number theory, the measurement of circles, and the surface area of spheres. In addition, Massachusetts added content to middle school about simple arithmetic and geometric sequences and circle graphs. High school standards were added to the Number and Quantity,

Algebra, Functions, and Geometry conceptual categories. State-specific standards can be identified by the “MA” prefix, followed by a number. In some cases, the standard number follows the previous CCSS standard sequentially. In other cases, however, the added content appended ‘.1’ to the code used in the previous Common Core State Standard, possibly indicating a connection to the previous CCSS. Massachusetts added no other supplementary material to the mathematics document.

The *Massachusetts Curriculum Framework for English Language Arts and Literacy* follows the CCSS in organization. It contains pre-kindergarten standards which lie outside of the CCSS grade range and, therefore, do not constitute part of the 15 percent additional content. Within the K–12 range, Massachusetts adds 14 statements to K–5 and 10 statements to grades 6–12. Similar to the math standards, added content is preceded by an “MA” prefix and uses the standard number of the CCSS. When statements are inserted beneath an associated Common Core standard, the next consecutive lower case letter appears at the end of the code, but when the statement appears beneath a new standard, the next consecutive upper case is used.

The Massachusetts additions mostly appear in Reading Literature (Integrating Knowledge and Ideas cluster) and in Writing (Text Types and Purposes cluster). As organizers for the added standards at each grade, Massachusetts has also developed college and career readiness anchor standards. This approach is in keeping with the CCSS organization, in which every grade level standard in the Common Core for ELA and Literacy is associated with an anchor standard.

Minnesota

Minnesota has adopted CCSS standards only for the English language arts. The *Minnesota Academic Standards* (MAS) follow the CCSS organization and, similar to California, additional content is in the form of either new statements below the standards or new wording added within CCSS standards and statements. Minnesota also added to the Speaking and Listening strand another cluster, Media Literacy, which contains added standards. All additional content, which includes additional wording embedded in the standards, appears in bold face. The MAS has 106 instances of added words or phrases to CCSS and 68 unique additional standards or detailed statements.

The additions to ELA are dispersed across most of the strands without notable concentrations. Noteworthy additions are the standards to the added Media and Literacy cluster, which includes standards at each grade, as well as associated anchor standards. Similar to Montana (described below), Minnesota added phrases that explicitly require the inclusion of texts and cultural contexts related to American Indians. These references were not included in Appendix B as they were dispersed and embedded throughout the standards.

Montana

The *Montana Common Core Standards* include cultural context related to the Montana American Indians in lieu of adding 15 percent more standards. For example, note the underlined phrase in this standard:

1.OA.2: Solve word problems within a cultural context, including those of Montana American Indians, that call for addition of three whole numbers whose sum is less than or

equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

This example is typical of additions to both math and English language arts. A phrase similar to *within a cultural context* or *from a variety of cultural contexts, including those of Montana American Indians* was inserted throughout the standards. These were the only additions to the standards, thus they do not appear in Appendix B.

Montana significantly changed the format of the mathematics standards. Rather than present each grade sequentially, Montana used a table format that allows three grades to be seen side-by-side (K–2, 3–5, and 6–8). However, the high school math standards do replicate the CCSS in format. Additionally, preceding each grade band, Montana provides an “Overview” of each grade. The overview consists of a table with three rows for the domains, the clusters, and the associated mathematical practices.

New Mexico

At the time of this writing, New Mexico has added content only to English language arts. New Mexico’s additional content appears in a separate legislative document. Sections 6.29.13.8, 9, and 10 consists of a list of the added content under identified CCSS strands, clusters, and grade levels. Consequently, the added content can be attached to the bottom of its appropriate cluster, but not to specific standards. For example, a typical entry appears like this:

E. Writing standards: Production and distribution of writing.

(1) Kindergarten students will apply digital tools to gather, evaluate, and use information.

New Mexico added a total of 78 standards to the CCSS content. The largest concentration of additions appears in the Key Ideas and Details cluster of the Reading Literacy strand throughout all grade levels. The next largest concentration occurs in the Presentation of Knowledge and Ideas cluster under the Speaking and Listening strand. These two clusters under Reading Information have notable additions in the secondary grade levels.

New York

The *New York State P-12 Common Core Learning Standards for Mathematics* includes all of the Common Core State Standards in Mathematics plus the New York recommended additions. The state-specific additions are italicized and highlighted in yellow. In Math, only two additions were made to K–8, at Kindergarten and grade 2. New York made no additions to high school math, and no other supplementary material was added to the document.

The *New York State P-12 Common Core Learning Standards for the English Language Arts* reflect the format and organization of the CCSS. As with the mathematics standards, additions are highlighted in yellow. New York added a cluster within Reading called Responding to Literature, which includes standards and corresponding anchor standards. There are 39 appended statements beneath ELA Common Core standards. New York created 22 standards for its Responding to Literature cluster, as well as added a few standards to other clusters. There are also two instances of added wording to Common Core standards. New York adds a

Prekindergarten section, but those standards are outside the scope of this study and so were not part of the analysis.

A table of math content added by the aforementioned states (with the exception of Kansas and Montana; see discussion above) can be found in Appendix B.

COMMON CORE STATES THAT ADDED SUPPLEMENTAL MATERIAL

Numerous states have added explanatory or supporting material to their state versions of the Common Core standards documents, such as examples, knowledge and skill statements, and performance descriptors. Since this material does not add new knowledge and skills to the content of the Common Core, but rather is meant to elaborate and illustrate the meaning of the existing Common Core content, it was not considered to be part of state 15 percent additions in this report. A few typical examples of supplemental material added by states are described here, exemplifying the types of supplementary material that states have added.

The state of Maryland has added one or more “essential skills and knowledge” to many Common Core standards. These statements appear adjacent to the Common Core standards to which they apply. Their purpose is to provide language to help teachers develop common understandings and valuable insights into what a student must know and be able to do in order to demonstrate proficiency with each standard.

West Virginia and Wyoming have added performance descriptors to the standards as well as some additional examples. In both cases these descriptors are narratives regarding what proficiency means for a group of standards. While West Virginia has designed five performance levels, Wyoming uses the earlier and later grade levels to inform performance levels above and below proficient. For mathematics, the Wyoming performance descriptors are built on the mathematical practices in the Common Core.

North Dakota added “state annotations” to some standards, which are primarily examples that further describe the meaning of particular Common Core standards. A similar approach was taken in Arizona, which added an “explanations and examples” column adjacent to the each of the Common Core standards.

The Department of Education in Hawaii has posted standards documents for semester long courses for English language arts in grades 11 and 12. The Common Core standards are assigned to one or more courses, including Expository Reading and Writing, Creative Writing, and American, British, and World Literature. The Common Core standards in each course are elaborated with examples and course specific content. Example reading lists for the literature courses are provided.

LIMITATIONS

The information provided in this study comes solely through information gathered from publically available materials. In many cases a state's internal deliberations or processes used in adopting the additional standards, as characterized in Appendix A, are not evident in materials posted on state department of education websites. In addition, work related to the implementation of the Common Core State Standards continues in every adopting state or territory. New, state-specific versions of the Common Core that include state added content may be in development or recently made available but not released in time for this report.

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APPENDIX A: PROFILES OF THE 15 PERCENT DECISION FOR STATES WHO HAVE CHOSEN TO ADD CONTENT

The following profiles provide information regarding the approaches states have used in the process of adopting additional content in so far as this information has been made publicly available.

ALABAMA

The Alabama State Board of Education (ALSDE) reviewed a preliminary correlation of the CCSS to Alabama's standards documents in June of 2010. Later that summer, two task forces convened to review the correlation and make recommendations. The task forces used the Achieve Common Core Comparison Tool and noted content present in Alabama's standards but not found in the Common Core standards. This information was used in the development of recommended additions to the CCSS. In August, these recommendations were reviewed by staff and administration, and a finalized draft was placed on the ALSDE website for public review. Concurrently, a number of public meetings for review were held at high schools in different cities across the state. In October of 2010, the CCSS standards with recommended additions were forwarded to the State Superintendent for recommendation to the Alabama state Board. In November of 2010, the standards were approved by the State Board (Alabama State Department of Education, n.d.).

ARIZONA

The Arizona State Board of Education adopted the CCSS in its entirety in June of 2010. That summer, the Arizona Department of Education staff, as well as stakeholders in English Language Arts and Mathematics, reviewed public feedback on the CCSS and finalized their recommendations for additional state standards to augment the CCSS. On August 23, 2010, the State Board of Education adopted the Arizona State-Specific Additions to Common Core Standards in English Language Arts and Mathematics. (Arizona Department of Education, 2010c).

CALIFORNIA

California Senate Bill X5 1 provided for the adoption of the CCSS, including the formation of the Academic Content Standards Commission (ACSC) in January of 2010. The ACSC was comprised primarily of elementary and secondary classroom teachers who were appointed by the Governor and the Legislature. The purpose of the commission was to make recommendations to the California State Board of Education regarding the adoption of CCSS, including the option to augment the CCSS with up to 15 percent additional standards. In June and July of 2010, the ASSC reviewed the CCSS for alignment to current California content standards language arts

and mathematics and subsequently recommend standards to supplement the CCSS. In August of 2010, the SBE adopted the CCSS, including the additional standards unique to California (California Department of Education, 2010c).

COLORADO

After an alignment study between the CCSS standards and the newly adopted Colorado Academic Standards, the Colorado State Board of Education adopted the CCSS in August of 2010. At that time the State Board requested the integration of the Colorado Academic Standards with the CCSS. The Colorado Department of Education partnered with the Colorado Standards Revision Subcommittee in Mathematics and the Colorado Standards Revision Subcommittee in Reading, Writing and Communicating. The subcommittees were made up of a combination of teachers, parents, administrators, and business leaders. The integrated standards were released in December of 2010. The revised Colorado Academic Standards have a unique organizational structure and added content. Colorado statute (CRS 22-7-1013) requires each local agency to review its standards in comparison to the CAS by December 2011. Following review, local agencies will adopt the standards or revise their standards to meet or exceed the CAS. Colorado will be assessing the integrated standards using the Transitional Colorado Assessment Program (TCAP).(Colorado Department of Education, 2010a, 2010b).

IOWA

The Iowa Department of Education adopted the CCSS in English language arts and mathematics in July of 2010. An alignment study was commissioned and conducted by the Iowa Department of Education to review the alignment between the CCSS and the Iowa Core (Literacy and Mathematics). Study members used the web-based alignment tool developed by Achieve, and identified content found in the Iowa Core that was not found in the CCSS. The results were used to identify the content to be added to the CCSS. In November of 2010, the new Iowa Core that integrated the CCSS with the older Iowa Core was released (Martins, n.d.).

KANSAS

In 2010, the Kansas Mathematics Review Committee met regularly to review and provide feedback on the CCSS. The review committee found that two major mathematic topics – Probability and Statistics and Algebraic Patterning – while addressed, were not emphasized as much as in the Kansas standards and were therefore recommended for addition to the Kansas math standards, resulting in the Common Core State Standards for Mathematics with the Kansas Additions. This final draft was adopted by the State Board of Education in October of 2010. In English language arts, anchor standards were added that emphasize concepts and teaching philosophies that are important to Kansas educators. Although most of the concepts were present in the CCSS, Kansas wanted to highlight the importance of each one (Kansas State Department of Education, 2010a, 2010b).

MASSACHUSETTS

The Board of Elementary and Secondary Education (BESE) adopted the CCSS in English language arts and mathematics on July 21, 2010. The Massachusetts Business Alliance for Education and external review teams of Massachusetts educators and academics assembled by BESE compared and analyzed the Common Core and the state's previous academic standards. Both groups recommended the adoption of the Common Core State Standards. In the late summer of 2010, the ELA and mathematics curriculum framework review panels reconvened to identify unique Massachusetts standards to augment the CCSS. (Massachusetts Board of Education, 2010). The most significant recommendation was the addition of pre-kindergarten standards. The Board worked in consultation with pre-kindergarten educators and the Department of Early Education and Care to develop pre-kindergarten standards to add to the CCSS. In addition, a small number of other standards were added to mathematics and ELA. BESE worked with the Common Core writing team in both subjects to ensure the appropriateness of the Massachusetts additions. In the fall of 2010, the Department of Elementary and Secondary Education opened the additions to public comment. The additional standards and features were adopted by the Massachusetts Board of Elementary and Secondary Education on December 21, 2010 (Massachusetts Department of Elementary and Secondary Education, 2011a, 2011b).

MINNESOTA

During the summer of 2010, Minnesota's Standards Committee revised the state's 2003 language arts standards, as required by law. Given the strong alignment between the CCSS and Minnesota documents, the state decided, as part of the revision, to adopt the Common Core State Standards as a basis for the Minnesota Academic Standards – English Language Arts K–12. Minnesota's Standards Committee analyzed the CCSS standards and identified additional knowledge and skills in order to address particular legislative requirements and better reflect research and evidence-based best practices in English Language Arts. The result is the *2010 Minnesota Academic Standards- English Language Arts K–12* (Minnesota Department of Education, 2010).

MONTANA

Montana added content regarding American Indian culture as is required by state law. A description of the process for making these revisions was not available on the Montana web site. (Montana Office of Public Instruction, 2011a, 2011b).

NEW MEXICO

The New Mexico Public Education Department (NMPED) adopted the Common Core State Standards in fall of 2010. During that same period, the NMPED Content Standards Committee met to determine if any unique New Mexico standards should be added, and they agreed to augment the CCSS with content in ELA (New Mexico Public Education Department, 2011).

NEW YORK

The New York Board of Regents adopted the CCSS for language arts and mathematics in July of 2010 with the understanding that state-specific additions would be made in the future. That same month, workgroups consisting of English Language Arts and Mathematics practitioners met to make recommendations for state-specific additions to the CCSS. These recommendations were presented to the Board of Regents in October, followed by a five week period for public feedback. Over 800 participants – including teachers, administrators, parents, and other stakeholders – responded to the surveys. In December, the team leaders from the language arts and math workgroups reviewed the survey data and made edits based on public input. A significant addition included the development of pre-kindergarten standards. In January of 2011, the Board approved the *New York State P–12 Common Core Learning Standards for English Language Arts (ELA) and Literacy* and the *New York State P–12 Common Core Learning Standards for Mathematics* (New York State Board of Regents, 2011).

APPENDIX B: CONTENT ADDED BY STATES

APPENDIX B.1: MATH CONTENT ADDED BY STATES TO THE CCSS

Cluster	Standard	State	Comment
Kindergarten			
Counting and Cardinality			
Count to tell the number of objects.	<i>Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.</i>	NY	
Compare numbers.	<i>Identify small groups of objects fewer than five without counting</i>	CO	
Operations and Algebraic Thinking			
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	<i>Use objects including coins and drawings to model addition and subtraction problems to 10 (PFL)</i>	CO	
Measurement and Data			
Describe and compare measurable attributes.	<i>Order several objects by length, height, weight, or price (PFL)</i>	CO	
Classify objects and count the number of objects in each category.	<i>Demonstrate an understanding of concepts time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar. Name the days of the week. Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock, bedtime is 8 o'clock at night).</i>	CA	
Grade 1			
Operations and Algebraic Thinking			
Work with addition and subtraction equations.	<i>Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20</i>	CA	Appended to standard 1.OA.7
	<i>Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20.</i>	MA	
Number and Operations in Base Ten			
Understand place value.	<i>Compare two sets of objects, including pennies, up to at least 25 using language such as "three more or three fewer" (PFL)</i>	CO	

Note: Content added by states to the CCSS shown in *italic* font.

State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Use place value understanding and properties of operations to add and subtract.	<i>Identify coins and find the value of a collection of two coins</i>	CO	
Measurement and Data			
Tell and write time.	Tell and write time in hours and half-hours using analog and digital clocks. <i>Relate time to events (e.g., before/after, shorter/longer).</i>	CA	Appended to standard 1.MD.3
Tell and write time <i>and money</i> .	<i>Recognize and identify coins, their names, and their value.</i>	NY	Text added to cluster
Represent and interpret data.	<i>Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).</i>	CA	
<i>Work with money</i>	<i>Identify the values of all U.S. coins and know their comparative values (e.g., a dime is of greater value than a nickel). Find equivalent values (e.g., a nickel is equivalent to 5 pennies). Use appropriate notation (e.g., 69¢). Use the values of coins in the solutions of problems.</i>	MA	
Grade 2			
Operations and Algebraic Thinking			
Represent and solve problems involving addition and subtraction.	<i>Apply addition and subtraction concepts to financial decision-making</i>	CO	
	Fluently add and subtract within 20 using mental strategies. <i>By the end of grade 2, know from memory related subtraction facts of sums of two one-digit numbers.</i>	MA	Appended to standard 2.OA.2
Work with equal groups of objects to gain foundations for multiplication.	<i>Use repeated addition and counting by multiples to demonstrate multiplication.</i>	CA	
	<i>Use repeated subtraction and equal group sharing to demonstrate division.</i>	CA	
Number and Operations in Base Ten			
Use place value understanding and properties of operations to add and subtract.	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. <i>Use estimation strategies in computation and problem solving with numbers up to 1000. Make reasonable estimates when adding or subtracting.</i>	CA	Appended to standard 2.NBT.7
Measurement and Data			
Measure and estimate lengths	Estimate lengths using units of inches, feet, centimeters, and meters.	CA	Appended to

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
in standard units.	<i>Verify reasonableness of the estimate when working with measurements (e.g., closest inch).</i>		standard 2.MD.3
Work with time and money.	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. <i>Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).</i>	CA	Appended to standard 2.MD.7
	Solve word problems involving <i>combinations</i> of dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	CA	Text added to standard 2.MD.8
	<i>Describe the relationship among standard units of time: minutes, hours, days, weeks, months and years.</i>	IA	
	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. <i>Know the relationships of time, including seconds in a minute, minutes in an hour, hours in a day, days in a week, a month, and a year; and weeks in a month and a year.</i>	MA	Appended to standard 2.MD.7
Represent and interpret data.	<i>Use interviews, surveys, and observations to collect data that answer questions about students' interests and/or their environment.</i>	IA	
Grade 3			
Operations and Algebraic Thinking			
Represent and solve problems involving multiplication and division.	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each, <i>or 7 groups of 5 objects each.</i> For example, describe a context in which a total number of objects can be expressed as 5×7 .	CA	Text added to standard 3.OA.1
	<i>Model strategies to achieve a personal financial goal using arithmetic operations (PFL)</i>	CO	
Number and Operations in Base Ten			
Use place value understanding and properties of operations to perform multi-digit arithmetic.	Use place value understanding to round whole numbers to the nearest 10 or 100. <i>Understand that the four digits of a four-digit number represent amounts of thousands, hundreds, tens, and ones; e.g., $3,706 = 3000 + 700 + 6 = 3$ thousands, 7 hundreds, 0 tens, and 6 ones.</i>	CA	Appended to standard 3.NBT.1
Number and Operations—Fractions			
Develop understanding of fractions as numbers.	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Understand two fractions as equivalent (equal) if they are the same size, or	CA	Appended to standard 3.NF.3a

Note: Content added by states to the CCSS shown in *italic* font.

State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
	the same point on a number line. <i>Recognize that equivalencies are only valid when the two fractions refer to the same whole.</i>		
	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. <i>Know and understand that 25 cents is a $\frac{1}{4}$ of a dollar, 50 cents is $\frac{1}{2}$ of a dollar, and 75 cents is $\frac{3}{4}$ of a dollar.</i>	CA	Appended to standard 3.NF.3
Measurement and Data			
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and <i>English Units (oz, lb.)</i> , and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	CA	Text added to standard 3.MD.2
Grade 4			
Operations and Algebraic Thinking			
Use the four operations with whole numbers to solve problems.	<i>Solve a variety of problems based on the multiplication principle of counting.</i>	AZ	
	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding <i>and explain why a rounded solution is appropriate.</i>	CA	Text added to standard 4.OA.3
	<i>Using the four operations analyze the relationship between choice and opportunity cost (PFL)</i>	CO	
Generate and analyze patterns.	<i>Use number relationships to find the missing number in a sequence p100</i>	CO	
	<i>Use a symbol to represent and find an unknown quantity in a problem situation</i>	CO	
	<i>Complete input/output tables</i>	CO	
	<i>Find the unknown in simple equations</i>	CO	
Number and Operations in Base Ten			
Use place value understanding and properties of operations to perform multi-digit arithmetic.	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. <i>Solve problems involving multiplication of multi-digit numbers by two-digit numbers.</i>	CA	Appended to standard 4.NBT.5

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. <i>Know multiplication facts and related division facts through 12×12.</i>	MA	Appended to standard 4.NBT.5
Number and Operations—Fractions			
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	<i>Compose and decompose fractions as sums and differences of fractions with the same denominator in more than one way and justify with visual models.</i>	CO	
Understand decimal notation for fractions, and compare decimal fractions.	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using <i>the number line</i> or another visual model.	CA	Text added to standard 4.NF.7
Geometry			
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. <i>(Two dimensional shapes should include special triangles, e.g., equilateral, isosceles, scalene, and special quadrilaterals, e.g., rhombus, square, rectangle, parallelogram, trapezoid.)</i>	CA	Appended to standard 4.G.2
Grade 5			
Operations and Algebraic Thinking			
Write and interpret numerical expressions.	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product. <i>Express a whole number in the range 2-50 as a product of its prime factors. For example, find the prime factors of 24 and express 24 as $2 \times 2 \times 2 \times 3$</i>	CA	Appended to standard 5.OA.2
Analyze patterns and relationships.	<i>Use patterns to solve problems including those involving saving and checking accounts (PFL)</i>	CO	
	<i>Explain, extend, and use patterns and relationships in solving problems, including those involving saving and checking accounts such as understanding that spending more</i>	CO	

Note: Content added by states to the CCSS shown in *italic* font.

State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
	<i>means saving less (PFL)</i>		
Number and Operations—Fractions			
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions, mixed numbers, <i>or decimal fractions</i> , e.g., by using visual fraction models or equations to represent the problem.	CA	Text added to standard 5.NF.3
Geometry			
Classify two dimensional figures into categories based on their properties.	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. <i>Distinguish among rectangles, parallelograms, and trapezoids.</i>	CA	Appended to standard 5.G.3
	<i>Know that the sum of the angles of any triangle is 1800 and the sum of the angles of any quadrilateral is 3600 and use this information to solve problems.</i>	CA	
	<i>Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e. two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram).</i>	CA	
The Number System		MA	New domain
<i>Gain familiarity with concepts of positive and negative integers.</i>	<i>Use positive and negative integers to describe quantities such as temperature above/ below zero, elevation above/ below sea level, or credit/ debit.</i>	MA	New cluster and standard
Grade 6			
Ratios and Proportional Relationships			
Understand ratio concepts and use ratio reasoning to solve problems.	<i>Use common fractions and percents to calculate parts of whole numbers in problem situations including comparisons of savings rates at different financial institutions (PFL)</i>	CO	
	<i>Express the comparison of two whole number quantities using differences, part-to-part ratios, and part-to-whole ratios in real contexts, including investing and saving (PFL)</i>	CO	
	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. <i>Solve problems that relate the mass of an object to its volume</i>	MA	Appended to standard 6.RP.3
The Number System			
Compute fluently with multi-digit numbers and find	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or	MA	Appended to standard 6.NS.4

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
common factors and multiples.	equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$. <i>Apply number theory concepts, including prime factorization and relatively prime numbers, to the solution of problems.</i>		
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	<i>Convert between expressions for positive rational numbers, including fractions, decimals, and percents.</i>	AZ	
Geometry			
Solve real-world and mathematical problems involving area, surface area, and volume.	<i>Develop and apply formulas and procedures for area of plane figures</i>	CO	
	<i>Develop and apply formulas and procedures for volume of regular prisms.</i>	CO	
	<i>Draw polygons in the coordinate plane given coordinates for the vertices</i>	CO	
	<i>Develop and apply formulas and procedures for the surface area.</i>	CO	
	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. <i>Use the relationships among radius, diameter, and center of a circle to find its circumference and area.</i>	MA	Appended to standard 6.G.1
	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. <i>Solve real-world and mathematical problems involving the measurements of circles.</i>	MA	Appended to standard 6.G.1
Statistics and Probability			
Summarize and describe distributions.	Display numerical data in plots on a number line, including dot plots, histograms, and box plots. <i>Read and interpret circle graphs.</i>	MA	Appended to standard 6.SP.4
Grade 7			
Ratios and Proportional Relationships			
Analyze proportional relationships and use them to solve real-world and	<i>Estimate and compute unit cost of consumables (to include unit conversions if necessary) sold in quantity to make purchase decisions based on cost and practicality (PFL)</i>	CO	
	<i>Solve problems involving percent of a number, discounts, taxes, simple interest, percent</i>	CO	

Note: Content added by states to the CCSS shown in *italic* font.

State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
mathematical problems.	<i>increase, and percent decrease (PFL)</i>		
The Number System			
<i>Know that there are numbers that are not rational, and approximate them by rational numbers.</i>		CA	New cluster
Expressions and Equations			
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. <i>Extend analysis of patterns to include analyzing, extending, and determining an expression for simple arithmetic and geometric sequences (e.g., compounding, increasing area), using tables, graphs, words, and expressions.</i>	MA	Appended to standard 7.EE.4
Geometry			
Draw, construct and describe geometrical figures and describe the relationships between them.	<i>Describe how two or more objects are related in space (e.g., skew lines, the possible ways three planes might intersect).</i>	CA	
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	<i>Solve real-world and mathematical problems involving the surface area of spheres.</i>	MA	
<i>Solve real-life and mathematical problems involving volume of cylinders, cones, and spheres.</i>		CA	New cluster
Grade 8			
Functions			
Use functions to model relationships between quantities.	<i>Analyze how credit and debt impact personal financial goals (PFL)</i>	CO	
High School - Number and Quantity			
Quantities			
Reason quantitatively and use units to solve problems	<i>Describe factors affecting take-home pay and calculate the impact (PFL)</i>	CO	
	<i>Design and use a budget, including income (net take-home pay) and expenses (mortgage, car loans, and living expenses) to demonstrate how living within your means is essential for a secure financial future (PFL)</i>	CO	

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. <i>Describe the effects of approximate error in measurement and rounding on measurements and on computed values from measurements. Identify significant figures in recorded measures and computed values based on the context given and the precision of the tools used to measure.</i>	MA	Appended to standard HS.N-Q.3
<i>Understand and apply the mathematics of voting.</i>	<i>Understand, analyze, apply, and evaluate some common voting and analysis methods in addition to majority and plurality, such as runoff, approval, the so-called instant-runoff voting (IRV) method, the Borda method and the Condorcet method.</i>	IA	New cluster and standard
High School - Algebra			
Seeing Structure in Expressions			
Interpret the structure of expressions	Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$ <i>Use the distributive property to express a sum of terms with a common factor as a multiple of a sum of terms with no common factor. For example, express $xy^2 + x^2y$ as $xy(y + x)$. Use the properties of operations to express a product of a sum of terms as a sum of products. For example, use the properties of operations to express $(x + 5)(3 - x + c)$ as $-x^2 + cx - 2x + 5c + 15$. Apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.</i>	CA	Appended to standard HS.A-SSE.2
Write expressions in equivalent forms to solve problems	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. <i>Determine a quadratic equation when given its graph or roots.</i>	AL	Appended to standard HS.A-SSE.3
	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. <i>Prove simple laws of logarithms. Use the definition of logarithms to translate between logarithms in any base. Understand and use the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values.</i>	CA	Appended to standard HS.A-SSE.3
Arithmetic with Polynomials and Rational Expressions			
Perform arithmetic operations on polynomials	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and	CA	Text added to HS.A-APR.1

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
	<p>multiplication; add, subtract, and multiply polynomials, <i>and divide polynomials by monomials. Solve problems in and out of context.</i></p> <p>Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p><i>Divide polynomials.</i></p>	MA	Appended to HS.A-APR.1
Creating Equations			
Create equations that describe numbers or relationships	<p>Create equations <i>and inequalities</i> in one variable <i>including ones with absolute value and use them to solve problems in and out of context, including equations arising from linear functions.</i></p> <p><i>Judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step.</i></p>	CA	Text added and appended to standard HS.A-CE.1
Reasoning with Equations and Inequalities			
Solve equations and inequalities in one variable	<p>Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> <p><i>Solve equations and inequalities involving absolute value.</i></p>	CA	Appended to standard HS.A-REI.3
	<p>Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> <p><i>Solve linear equations and inequalities in one variable involving absolute value.</i></p>	MA	Appended to standard HS.A-REI.3
	<p>Solve quadratic equations in one variable.</p> <p><i>Demonstrate an understanding of the equivalence of factoring, completing the square, or using the quadratic formula to solve quadratic equations.</i></p>	MA	Appended to standard HS.A-REI.4
High School - Functions			
Interpreting Functions			
Analyze functions using different representations	<p><i>Demonstrate an understanding of functions and equations defined parametrically and graph them.</i></p>	CA	
	<p>Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p><i>Translate among different representations of functions and relations: graphs, equations, point sets, and tables.</i></p>	MA	Appended to standard HS.F-IF.8
	<p><i>Given algebraic, numeric and/or graphical representations of functions, recognize the function as polynomial, rational, logarithmic, exponential, or trigonometric.</i></p>	MA	
Building Functions			
Build new functions from existing functions	<p>Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an</p>	CA	Appended to standard HS.F-BF.3

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
	<p>explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p> <p><i>Solve problems involving functional concepts, such as composition, defining the inverse function and performing arithmetic operations on functions.</i></p>		
	<i>Experiment with cases and illustrate an explanation of the effects on the graph using technology.</i>	CO	
Linear, Quadratic, and Exponential Models			
Interpret expressions for functions in terms of the situation they model	<i>Apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.</i>	CA	
<i>Model personal financial situations</i>	<i>Analyze the impact of interest rates on a personal financial plan (PFL)</i>	CO	Heading and evidence outcomes added
	<i>Evaluate the costs and benefits of credit (PFL)</i>	CO	
	<i>Analyze various lending sources, services, and financial institutions (PFL)</i>	CO	
Trigonometric Functions			
Extend the domain of trigonometric functions using the unit circle	<p>Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.</p> <p><i>Understand the notion of angle and how to measure it, in both degrees and radians. Convert between degrees and radians.</i></p>	CA	Appended to standard HS.F-TF.1
Prove and apply trigonometric identities	<i>Demonstrate an understanding of half-angle and double-angle formulas for sines and cosines and can use those formulas to prove and/or simplify other trigonometric identities.</i>	CA	
High School – Geometry			
Congruence			
Prove geometric theorems	<p>Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</p> <p><i>Know and use the triangle inequality theorem</i></p>	CA	Appended to standard HS.G-CO.10
	<p>Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.</p> <p><i>Prove theorems about polygons. Theorems include: measures of interior and exterior angles, properties of inscribed polygons.</i></p>	MA	Appended to standard HS.G-CO.11

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Similarity, Right Triangles, and Trigonometry			
Define trigonometric ratios and solve problems involving right triangles	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. <i>Know and use angle and side relationships in problems with special right triangles, such as 30°, 60°, and 90° triangles and 45°, 45°, and 90° triangles.</i>	CA	Appended to standard HS.G-SRT.8
Circles			
Understand and apply theorems about circles	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle. <i>Derive the formula for the relationship between the number of sides and sums of the interior and sums of the exterior angles of polygons and apply to the solutions of mathematical and contextual problems.</i>	MA	Appended to standard HS.G-C.3
Expressing Geometric Properties with Equations			
Use coordinates to prove simple geometric theorems algebraically	<i>Determine areas and perimeters of regular polygons, including inscribed or circumscribed polygons, given the coordinates of vertices or other characteristics</i>	AL	
Geometric Measurement and Dimension			
Explain volume formulas and use them to solve problems	<i>Determine the relationship between surface areas of similar figures and volumes of similar figures.</i>	AL	
Visualize relationships between two dimensional and three-dimensional objects	<i>Determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.</i>	CA	
	<i>Plot points in three-dimensions.</i>	IA	
Modeling with Geometry			
Apply geometric concepts in modeling situations	<i>Use dimensional analysis for unit conversions to confirm that expressions and equations make sense</i>	MA	
<i>Use diagrams consisting of vertices and edges (vertex-edge graphs) to model and solve problems related to networks.</i>	<i>Understand, analyze, evaluate, and apply vertex-edge graphs to model and solve problems related to paths, circuits, networks, and relationships among a finite number of elements, in real-world and abstract settings.</i>	IA	New cluster and standard
	<i>Model and solve problems using at least two of the following fundamental graph topics and models: Euler paths and circuits, Hamilton paths and circuits, the traveling salesman problem (TSP), minimum spanning trees, critical paths, vertex coloring.</i>	IA	New cluster and standard
	<i>Compare and contrast vertex-edge graph topics and models in terms of:</i> <ul style="list-style-type: none"> • <i>properties</i> • <i>algorithms</i> • <i>optimization</i> • <i>types of problems that can be solved</i> 	IA	New cluster and standard
Polar Coordinates and Curves			
		CA	New domain

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
<i>Graph polar coordinates and curves</i>	<i>Be familiar with polar coordinates. In particular, determine polar coordinates of a point given in rectangular coordinates and vice versa.</i>	CA	New cluster and standard
	<i>Represent equations given in rectangular coordinates in terms of polar coordinates.</i>	CA	New cluster and standard
	<i>Be familiar with, and apply, polar coordinates and vectors in the plane. In particular, translate between polar and rectangular coordinates and interpret polar coordinates and vectors graphically.</i>	CA	New cluster and standard
Definitions and Examples		CA	New domain
	<i>Demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.</i>	CA	
High School – Statistics and Probability			
Making Inferences and Justifying Conclusions			
Make inferences and justify conclusions from sample surveys, experiments and observational studies	<i>Define and explain the meaning of significance, both statistical (using p-values) and practical (using effect size).</i>	CO	
Conditional Probability and the Rules of Probability			
	<i>Analyze the cost of insurance as a method to offset the risk of a situation (PFL)</i>	CO	Content added as an Evidence Outcome
High School – Standards for Mathematical Practice			
	Construct viable arguments and critique the reasoning of others. <i>Apply the method of mathematical induction to prove general statements about the positive integers.</i> <i>Write geometric proofs, including proofs by contradiction.</i> <i>Give proofs of various formulas by using the technique of mathematical induction.</i>	CA	Appended #3 Standard for Mathematical

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APPENDIX B.2: ENGLISH LANGUAGE ARTS CONTENT ADDED BY STATES

Cluster	Standard	State	Comment
College and Career Readiness Anchor Standards			
<i>Literacy Standards</i>			New strand
<i>Literacy Learning</i>	<i>Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation.</i>	KS	New cluster and standard
	<i>Use meta-cognitive strategies to monitor literacy learning progress.</i>	KS	
	<i>Use meta-cognitive strategies to monitor literacy learning progress.</i>	KS	
	<i>Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.</i>	KS	
	<i>Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.</i>	KS	
Reading Standards			
Integration of Knowledge and Ideas	<i>Analyze the meanings of literary texts by drawing on knowledge of literary concepts and genres.</i>	MA	
Range of Reading and Level of Text Complexity	<i>Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.</i>	KS	
	<i>Read—both independently and collaboratively—print, non-print, and multi-modal works proficiently and critically to be media literate.</i>	KS	
<i>Responding to Literature</i>	<i>Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.</i>	NY	New cluster and standard
Writing Standards			
Text Types and Purposes	<i>Create—both independently and collaboratively—technical, non-print, digital, and multimodal versions of text types and purposes outlined in standards 1, 2, and 3.</i>	KS	
	<i>Write fiction, personal reflections, poetry, and scripts that demonstrate awareness of literary concepts and genres.</i>	MA	
Production and Distribution of Writing	<i>Strengthen writing craft—both independently and collaboratively—through a recursive writing and revision process and the use of the common vocabulary of the 6-Trait model.</i>	KS	
<i>Responding to Literature</i>	<i>Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.</i>	NY	New cluster and standard
Speaking and Listening Standards			

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
College and Career Readiness Anchor Standards			
<i>Media Literacy</i>	<i>Critically analyze information found in electronic, print, and mass media and use a variety of these sources.</i>	MN	New cluster and standard
	<i>Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.</i>	MN	

Cluster	Standard	State	Comment
Kindergarten			
Reading Standards for Literature			
Key Ideas and Details	With prompting and support, ask and answer questions about key details in a text. <i>Make predictions to determine main idea and anticipate an ending.</i>	AL	Appended to standard RL.K.1
	<i>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</i>	IA	
	<i>Identify the main topic, retell key details of a text, and make predictions.</i>	NM	
Craft and Structure	Recognize common types of texts (e.g., storybooks, poems, <i>fantasy, realistic text</i>).	CA	Text added to standard RL.K.5
Integration of Knowledge and Ideas	<i>Identify and respond to characteristics of traditional poetry for children: rhyme; regular beats; and repetition of sounds, words, and phrases.</i>	MA	
	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <i>With prompting and support, students will make cultural connections to text and self.</i>	NY	Appended to standard RL.K.9
Range of Reading and Level of Text Complexity	Actively engage in group reading activities with purpose and understanding. <i>Activate prior knowledge related to the information and events in texts.</i> <i>Use illustrations and context to make predictions about text.</i>	CA	Appended to standard RL.K.10
	Actively engage in group reading activities with purpose and understanding, <i>including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.</i>	MN	Text added to standard RL.K.10
<i>Responding to Literature</i>	<i>With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).</i>	NY	New cluster and standard

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Kindergarten			
Reading Standards for Informational Text			
Key Ideas and Details	<i>Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking.</i>	CO	
	<i>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</i>	IA	
Integration of Knowledge and Ideas	<i>State, elaborate, and exemplify the concept of fair-mindedness.</i>	CO	
Range of Reading and Level of Text Complexity	Actively engage in group reading activities with purpose and understanding. <i>Actively engage in group reading of informational and functional texts, including history/ social studies, science, and technical texts, with purpose and understanding.</i>	AZ	Appended to standard RI.K.10
	Actively engage in group reading activities with purpose and understanding. <i>Activate prior knowledge related to the information and events in texts. Use illustrations and context to make predictions about text.</i>	CA	Appended to standard RI.K.10
	Actively engage in group reading activities with purpose and understanding, <i>including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.</i>	MN	Text added to standard RI.K.10
Reading Standards: Foundational Skills			
Phonological Awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <i>Blend two to three phonemes into recognizable words.</i>	CA	Appended to standard RF.K.2
	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <i>Identify phonemes for letters.</i>	CO	Appended to standard RF.K.2
	<i>Identify and create rhyming words .</i>	CO	
	<i>Identify and create alliterations.</i>	CO	
	<i>Identify words orally according to shared beginning or ending sounds.</i>	CO	
	<i>Blend sounds orally to make one-syllable words.</i>	CO	
	<i>Segment one-syllable words into sounds.</i>	CO	
	<i>Segment spoken words into onset (initial consonant sounds) and rime (vowel to end of syllable).</i>	CO	

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Kindergarten			
	<i>Identify the initial, medial, and final phoneme (speech sound) of spoken words.</i>	CO	
Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding <i>words both in isolation and in text.</i>	CA	Text added to standard RF.K.3

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Kindergarten			
Writing Standards			
Text Types and Purposes	<i>With prompting and support, write or dictate poems with rhyme and repetition.</i>	MA	
Production and Distribution of Writing	<i>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.</i> <i>With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables) in which the development and organization are appropriate to task and purpose.</i>	AZ	
	With guidance and support from adults, respond to questions and suggestions from <i>adults and</i> peers and add details to strengthen writing as needed.	MN	Text added to W.K.4
	<i>Kindergarten students will apply digital tools to gather, evaluate, and use information.</i>	NM	
Research to Build & Present Knowledge	<i>Dictate questions that arise during instruction.</i>	CO	
	<i>Use a variety of resources (such as direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry.</i>	CO	
	<i>Identify a clear purpose for research or inquiry (If the class is learning about trees, is my need to know more about pets related?).</i>	CO	
	<i>Identify a significant question they are trying to answer, problem they are trying to solve, or issue they are trying to resolve.</i>	CO	
	<i>Gather relevant information and check various information sources for accuracy (In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.).</i>	CO	
Responding to Literature	<i>Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.</i>	NY	New cluster and standard
Speaking and Listening Standards			
Comprehension and Collaboration	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. <i>Understand and follow one- and two-step oral directions.</i>	CA	Appended to standard SL.K.2
	<i>Listen with comprehension to follow two-step directions</i>	CO	
	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <i>Listen to others and name emotions by observing facial expression and other</i>	MN	Appended to standard SL.K.1

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Kindergarten			
	<i>nonverbal cues.</i> <i>Follow basic oral directions.</i>		
	Confirm understanding of a text read aloud or information presented orally or through other media (<i>e.g., poems, rhymes, songs</i>) by asking and answering questions about key details and requesting clarification if something is not understood.	MN	Text added to standard SL.K.2
	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <i>Seek to understand and communicate with individuals from different cultural backgrounds.</i>	NY	Appended to standard SL.K.1
Presentation of Knowledge & Ideas	<i>Recite familiar stories, poems, nursery rhymes, and lines of a play.</i>	IA	
	Speak audibly and express thoughts, feelings, and ideas clearly, <i>and respond to poems, rhymes, and songs.</i>	MN	Text added to standard SL.K.6
	<i>Demonstrate familiarity with stories and activities related to various ethnic groups and countries.</i>	NM	
	<i>With prompting and support: role play; make predictions; and follow oral and graphic instructions.</i>	NM	
Media Literacy	<i>Distinguish among different types of print, digital, and multimodal media.</i> <i>Recognize common signs and logos.</i> <i>Identify commercials or advertisements.</i>	MN	New cluster and standard
	<i>With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression).</i>	MN	New cluster and standard
Language Standards			
Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Use proper spacing between words.</i> <i>Write left to right and top to bottom.</i> <i>Use appropriate pencil grip.</i>	CO	Appended to standard L.K.1
	<i>Use letter formation, lines, and spaces to create a readable document.</i>	NM	
Vocabulary Acquisition and Use	<i>Express words and word meanings as encountered in books and conversation.</i>	CO	
	<i>Use new vocabulary that is directly taught through reading, speaking, and listening.</i>	CO	
	<i>Relate new vocabulary to prior knowledge.</i>	CO	

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Kindergarten			
	With guidance and support from adults, explore word relationships and nuances in word meanings <i>to develop word consciousness.</i>	MN	Text added to standard L.K.5
Grade 1			
Reading Standards for Literature			
Key Ideas and Details	Make predictions from text clues. <i>Ask and answer questions about key details in a text.</i>	AL	Appended to standard RL.1.1
	<i>Make predictions about what will happen in the text and explain whether they were confirmed or not and why.</i>	CO	
	<i>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</i>	IA	
	<i>Identify the main topic, retell key details of a text, and make predictions</i>	NM	
	<i>Identify characters and simple story lines from selected myths and stories from around the world.</i>	NM	
Craft and Structure	<i>Follow and replicate patterns in predictable poems.</i>	CO	
	<i>Recognize repetition and predict repeated phrases.</i>	NM	
Integration of Knowledge and Ideas	<i>Identify characteristics commonly shared by folktales and fairy tales.</i>	MA	
	<i>Relate prior knowledge to textual information.</i>	NM	
	Compare and contrast the adventures and experiences of characters in stories. <i>With prompting and support, students will make cultural connections to text and self.</i>	NY	Appended to standard RL.1.9
Range of Reading and Level of Text Complexity	With prompting and support, read prose and poetry of appropriate complexity for grade 1. <i>Activate prior knowledge related to the information and events in a text.</i> <i>Confirm predictions about what will happen next in a text.</i>	CA	Appended to standard RL.1.10
	With prompting and support, read informational texts appropriately complex for grade 1, <i>as well as select texts for personal enjoyment, interest, and academic tasks.</i>	MN	Appended to standard RL.1.10
<i>Responding to Literature</i>	<i>Make connections between self, text, and the world around them (text, media, social interaction).</i>	NY	New cluster and standard

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 1			
Reading Standards for Informational Text			
Key Ideas and Details	<i>Activate schema and background knowledge to construct meaning.</i>	CO	
	<i>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</i>	IA	
Craft and Structure	Know and use various text <i>structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</i>	CA	Text added to standard RI.1.5
Range of Reading and Level of Text Complexity	With prompting and support, read informational texts appropriately complex for grade 1. <i>With prompting and support, read functional texts including history/ social studies, science, and technical texts, appropriately complex for grade 1.</i>	AZ	Appended to standard RI.1.10
	With prompting and support, read informational texts appropriately complex for grade 1. <i>Activate prior knowledge related to the information and events in a text. Confirm predictions about what will happen next in a text.</i>	CA	Appended to standard RI.1.10
	With prompting and support, read informational texts appropriately complex for grade 1, <i>as well as select texts for personal enjoyment, interest, and academic tasks.</i>	MN	Appended to standard RI.1.10
Reading Standards: Foundational Skills			
Print Concepts	Demonstrate understanding of the organization and basic features of print. <i>Create new words by combining base words with affixes to connect known words to new words. Identify and understand compound words.</i>	CO	Appended to standard RF.1.1
Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words <i>both in isolation and in text.</i>	CA	Text added to standard RF.1.3
	Know and apply grade-level phonics and word analysis skills in decoding words. <i>Use onsets and rimes to create new words (ip to make dip, lip, slip, ship). Accurately decode unknown words that follow a predictable letter/sound relationship</i>	CO	Appended to standard RF.1.3
	Know the spelling-sound correspondences for common consonant digraphs, <i>and initial and final consonant blends.</i> Recognize and read grade-appropriate irregularly spelled words, <i>including</i>	MN	Text added to standard RF.1.3

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 1			
	<i>high- frequency words.</i>		
Fluency	Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.	MN	Text added to standard RF.1.4
Writing Standards			
Text Types and Purposes	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. <i>Write simple poems addressing a topic.</i>	AL	Appended to standard W.1.1
	<i>Write poems with rhyme and repetition.</i>	MA	
	Write narratives and other creative texts 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.	MN	Text added to standard W.1.1
Production and Distribution of Writing	<i>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</i> <i>With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.</i>	AZ	
	<i>Use pictures or graphic organizers to plan writing.</i>	CO	
	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.	MN	Appended to standard W.1.5
Research to Build & Present Knowledge	<i>Write or dictate questions for inquiry that arise during instruction.</i>	CO	
	<i>With peers, use a variety of resources (direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry.</i>	CO	
	<i>Use text features (titles, illustrations, headings, bold type) to locate, interpret, and use information.</i>	CO	
	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). <i>Identify a clear and significant purpose for research (Is my purpose for researching frogs clear and is it important to understanding more about mammals?).</i>	CO	Appended to standard W.1.7

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 1			
	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <i>Evaluate information for clarity and accuracy.</i>	CO	Appended to standard W.1.8
<i>Responding to Literature</i>	<i>Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.</i>	NY	New cluster and standard
Speaking and Listening Standards			
Comprehension and Collaboration	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <i>Give, restate, and follow simple two-step directions.</i>	CA	Appended to standard SL.1.2
	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <i>Give and follow simple two-step directions.</i>	CO	Appended to standard 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. <i>Listen to others' ideas and identify others' points of view.</i> <i>Follow two-step oral directions.</i>	MN	Appended to standard 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. <i>Seek to understand and communicate with individuals from different cultural backgrounds.</i>	NY	Appended to standard SL.1.1
Presentation of Knowledge & Ideas	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <i>Memorize and recite poems, rhymes, and songs with expression.</i>	CA	Appended to standard SL.1.4
	<i>Recite familiar stories, poems, nursery rhymes, and lines of a play.</i>	IA	
	Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression.	MN	Appended to standard SL.1.6
	<i>Describe events related to the students' experiences, nations, and culture.</i>	NM	
	<i>Follow simple written and oral instructions.</i>	NM	
<i>Media Literacy</i>	<i>Distinguish among and understand purposes of different types of print, digital, and multimodal media.</i> <i>Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard or viewed.</i> <i>Summarize ideas from media in own words.</i>	MN	New cluster and standard

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 1			
	<i>With prompting and support, create and share an individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression.)</i>	MN	New cluster and standard
Language Standards			
Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Write multiple sentences in an order that supports a main idea or story.</i>	AZ	Appended to standard L.1.1
	Use personal (<i>subject, object</i>), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	CA	Text added to standard L.1.1
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Write complete simple sentences.</i>	CO	Appended to standard L.1.2
	<i>Use letter formation, lines, and spaces to create a readable document.</i>	NM	
Vocabulary Acquisition and Use	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. <i>Apply alphabetical order to the first letter of words to access information.</i>	AL	Appended to standard L.1.4
	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings <i>to develop word consciousness.</i>	MN	Text added to standard L.1.5

Cluster	Standard	State	Comment
Grade 2			
Reading Standards for Literature			
Key Ideas and Details	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <i>Infer the main idea and supporting details in narrative texts.</i>	AL	Appended to standard RL.2.1
	<i>Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences.</i>	CO	
	<i>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</i>	IA	
	<i>Identify the main topic, retell key details of a text, and make predictions.</i>	NM	

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 2			
	<i>Use literature and media to develop an understanding of people, cultures, and societies to explore self identity.</i>	NM	
Craft and Structure	<i>Read high-frequency words with accuracy and speed.</i>	CO	
	<i>Identify how word choice (sensory details, figurative language) enhances meaning in poetry.</i>	CO	
Integration of Knowledge and Ideas	<i>Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.</i>	MA	
Range of Reading Level and Text Complexity	By the end of the year, select, read, and comprehend literature including stories and poetry <i>for personal enjoyment, interest, and academic tasks</i> , in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	MN	Text added to standard RL.2.10
<i>Responding to Literature</i>	<i>Make connections between self, text, and the world around them (text, media, social interaction).</i>	NY	New cluster and standard
Reading Standards for Informational Text			
Key Ideas and Details	<i>Summarize the main idea using relevant and significant detail in a variety of texts read or read aloud.</i>	CO	
	<i>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</i>	IA	
Craft and Structure	<i>Read text to perform a specific task (such as follow a recipe, play a game).</i>	CO	
Range of Reading and Level of Text Complexity	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <i>By the end of year, read and comprehend functional texts, including history/ social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>	AZ	Appended to standard RI.2.10
	<i>Adjust reading rate according to type of text and purpose for reading.</i>	CO	
	By the end of year, <i>select</i> , read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range <i>for personal interest, enjoyment, and academic tasks.</i>	MN	Text added to standard RI.2.10

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 2			
Reading Standards: Foundational Skills			
Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words <i>both in isolation and in text.</i>	CA	Text added to standard RF.2.3
	Know and apply grade-level phonics and word analysis skills in decoding words. <i>Read multisyllabic words accurately and fluently.</i>	CO	Appended to standard RF.2.3
	Recognize and read grade-appropriate irregularly spelled words, <i>including high-frequency words.</i>	MN	Appended to standard RF.2.3
Fluency	Use context <i>and other cues (e.g., phonics, word recognition skills, prior knowledge)</i> to confirm or self-correct word recognition and understanding, rereading as necessary.	MN	Appended to standard RF.2.4
Writing Standards			
Text Types and Purposes	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. <i>Write free verse poetry to express ideas.</i>	AL	Appended to standard W.2.1
	<i>Organize ideas using a variety of pictures, graphic organizers or bulleted lists.</i>	CO	
	<i>Write simple, descriptive poems.</i>	CO	
	<i>Write with precise nouns, active verbs, and descriptive adjectives.</i>	CO	
	<i>Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts.</i>	CO	
	<i>Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing).</i>	CO	
	<i>Write letters and —how-to’s (procedures, directions, recipes) that follow a logical order and appropriate format.</i>	CO	
	<i>Organize informational texts using main ideas and specific supporting details.</i>	CO	
	<i>Use relevant details when responding in writing to questions about texts.</i>	CO	
	<i>State a focus when responding to a given question, and use details from text to support a given focus.</i>	CO	
	<i>Apply appropriate transition words to writing.</i>	CO	
	<i>Write stories or poems with dialogue.</i>	MA	
Write narratives <i>and other creative texts</i> in which they recount a well-	MN	Text added to	

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 2			
	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.		standard W.2.3
Production and Distribution of Writing	<i>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</i> <i>With guidance and support from adults, produce functional writing (e.g., friendly letters, recipes, experiments, notes/ messages, labels, graphs/ tables, directions, posters) in which the development and organization are appropriate to task and purpose.</i>	AZ	
	<i>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</i>	CA	
	<i>Apply digital tools to gather, evaluate, and use information.</i>	NM	
	<i>Use digital media and environments to communicate and work collaboratively.</i>	NM	
Research to Build & Present Knowledge	<i>Identify a variety of resources and the information they might contain (dictionary, trade book, library databases, Internet web page).</i>	CO	
	<i>Identify a specific question and gather information for purposeful investigation and inquiry.</i>	CO	
	<i>Use a variety of multimedia sources to answer questions of interest.</i>	CO	
	<i>Use text features to locate, interpret, and use information (table of contents, illustrations, diagrams, headings, bold type).</i>	CO	
	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). <i>Ask primary questions of depth and breadth .</i> <i>Acknowledge the need to treat all viewpoints fair-mindedly.</i>	CO	Appended to standard W.2.7
Range of Writing	<i>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.</i>	CA	
Responding to Literature	<i>Create and/ or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.</i>	NY	New cluster and standard
Speaking and Listening Standards			
Comprehension and Collaboration	Recount or describe key ideas or details from a text read aloud or information presented orally or through media. <i>Give and follow three- and four-step oral directions.</i>	CA	Appended to standard SL.2.2
	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	MN	Appended to standard SL.2.1

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 2			
	<i>Cooperate for productive group discussion. Follow two- and three-step oral directions.</i>		
	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <i>Seek to understand and communicate with individuals from different cultural backgrounds.</i>	NY	Appended to standard SL.2.1
Presentation of Knowledge & Ideas	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <i>Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.</i>	CA	Appended to standard SL.2.4
	<i>Contribute knowledge to a small group or class discussion to develop a topic.</i>	CO	
	<i>Maintain focus on the topic.</i>	CO	
	<i>Use content-specific vocabulary to ask questions and provide information.</i>	CO	
	<i>Recite familiar stories, poems, nursery rhymes, and lines of a play.</i>	IA	
	<i>Describe events related to the students' experiences, nations, and cultures.</i>	NM	
Media Literacy	<i>Distinguish, understand, and use different types of print, digital, and multimodal media. Use tools for locating print and electronic materials appropriate to the purpose.</i>	MN	New cluster and standard
	<i>With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.) With prompting and support, critique each found image under consideration for use in a multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project. Share the work with an audience.</i>	MN	New cluster and standard
Language Standards			
Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Form uppercase and lowercase letters in cursive.</i>	AL	Appended to standard L.2.2
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Write multiple sentences in an order that supports a main idea or story.</i>	AZ	Appended to standard L.2.1
	Demonstrate command of the conventions of standard English grammar	CA	Appended to

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 2			
	and usage when writing or speaking. <i>Create readable documents with legible print.</i>		standard L.2.1
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Apply accurate subject-verb agreement while writing.</i> <i>Vary sentence beginning.</i> <i>Spell high-frequency words correctly .</i>	CO	Appended to standard L.2.1
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Read, pronounce, write, and understand the meaning of common abbreviations for titles, locations, and time periods (e.g., Dr., Ms., Mrs., St., Rd., Ave., MA, U.S., months, days of the week, a.m., p.m.).</i>	MA	Appended to standard L.2.1
	<i>Use letter formation, lines, and spaces to create a readable document.</i>	NM	
Vocabulary Acquisition and Use	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. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases <i>in all content areas.</i>	CA	Text added to standard L.2.4
	Demonstrate understanding of word relationships and nuances in word meanings <i>to develop word consciousness.</i>	MN	Text added to standard L.2.5

Cluster	Standard	State	Comment
Grade 3			
Reading Standards for Literature			
Key Ideas and Details	<i>Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting).</i>	CO	
	<i>Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays.</i>	CO	
	<i>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</i>	IA	
	<i>Ask and answer questions and make predictions to demonstrate understanding of a text.</i>	NM	

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 3			
	<i>Develop an understanding of people, cultures, and societies and explore self identity through literature, media, and oral tradition.</i>	NM	
	<i>Understand that oral tribal history is not a myth, fable, or folktale, but a historical perspective.</i>	NM	
Craft and Structure	<i>Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events.</i>	CO	
	<i>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes.</i>	MN	Text added to standard RL.3.4
Integration of Knowledge and Ideas	<i>Summarize central ideas and important details from literary text .</i>	CO	
	<i>Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia).</i>	MA	
Range of Reading and Level of Text Complexity	<i>Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation.</i>	CO	
	<i>By the end of the year, read and comprehend literature and other texts, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</i> <i>Self-select texts for personal enjoyment, interest, and academic tasks.</i>	MN	Text added to and appended to standard RL.3.10
<i>Responding to Literature</i>	<i>Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.</i> <i>Self-select text based upon personal preferences.</i>	NY	New cluster and standard
Reading Standards for Informational Text			
Key Ideas and Details	<i>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</i>	IA	
Craft and Structure	<i>Use semantic cues and signal words (because, although) to identify cause/ effect and compare/ contrast relationships.</i>	CO	
Range of Reading and Level of Text Complexity	<i>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 grade 2-3 text complexity band independently and proficiently.</i> <i>By the end of the year, read and comprehend functional texts, including history/ social studies, science, and technical texts, at the high end of the grade 2-3 text complexity band independently and proficiently.</i>	AZ	Appended to standard RI.3.10

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 3			
	<i>Adjust reading rate according to type of text and purpose for reading.</i>	CO	
	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. <i>Self-select texts for personal enjoyment, interest, and academic tasks.</i>	MN	Appended to standard RI.3.10
Reading Standards: Foundational Skills			
Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words <i>both in isolation and in text.</i>	CA	Text added to standard RF.3.3
	Read grade-appropriate irregularly spelled words, <i>including high-frequency words.</i>	MN	Text added to standard RF.3.3
Writing Standards			
Text Types and Purposes	Write opinion pieces on familiar topics or texts, supporting a point of view with reasons <i>Brainstorm ideas for writing.</i>	CO	Appended to standard W.3.1
	<i>Write descriptive poems using figurative language.</i>	CO	
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <i>State main ideas and include sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images).</i>	CO	Appended to standard W.3.2
	<i>Write poems, descriptions, and stories in which figurative language and the sounds of words (e.g., alliteration, onomatopoeia, rhyme) are key elements.</i>	MA	
	Write narratives <i>and other creative texts</i> to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	MN	Text added to standard W.3.3
	<i>Use digital media environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others.</i>	NM	
Production and Distribution of Writing	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	AZ	Appended to standard W.3.4
	<i>With guidance and support from adults, produce functional writing (e.g., friendly and formal letters, recipes experiments, notes/messages, labels, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.</i>		

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 3			
	With guidance and support from peers and adults, <i>use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing.</i>	MN	Text added to standard W.3.5
Research to Build & Present Knowledge	<i>Interpret and communicate the information learned by developing a brief summary with supporting details.</i>	CO	
	<i>Develop supporting visual information (charts, maps, illustrations, models).</i>	CO	
	<i>Present a brief report of the research findings to an audience.</i>	CO	
	<i>Recognize that different sources may have different points of view.</i>	CO	
	<i>Assess points of view using fairness, relevance, and breadth.</i>	CO	
	<i>Determine the clarity, relevance, and accuracy of information.</i>	CO	
	<i>Recognize that all thinking contains inferences from which we draw conclusions and give meaning to data and situations.</i>	CO	
	<i>Assess inferences for accuracy and fairness.</i>	CO	
	<i>Recognize what they know and don't know (intellectual humility).</i>	CO	
	<i>Gather relevant information from multiple sources, including oral knowledge.</i>	NM	
	<i>Apply digital tools to gather, evaluate, and use information.</i>	NM	
Range of Writing	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. <i>Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</i>	MN	Appended to standard W.3.10
Responding to Literature	<i>Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.</i>	NY	New cluster and standard
Speaking and Listening Standards			
Comprehension and Collaboration	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. <i>Use eye contact, volume, and tone appropriate to audience and purpose . Use different types of complete sentences to share information, give directions, or request information.</i>	CO	Appended to standard SL.3.1
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly <i>Cooperate and compromise as appropriate for productive group discussion.</i>	MN	Appended to standard SL.3.1

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Cluster	Standard	State	Comment
Grade 3			
	<i>Follow multi-step oral directions.</i>		
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. <i>Seek to understand and communicate with individuals from different cultural backgrounds.</i>	NY	Appended to standard SL.3.1
Presentation of Knowledge & Ideas	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. <i>Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.</i>	CA	Appended to standard SL.3.4
	<i>Distinguish different levels of formality.</i>	CO	
	<i>Speak clearly, using appropriate volume and pitch for the purpose and audience.</i>	CO	
	<i>Select and organize ideas sequentially or around major points of information that relate to the formality of the audience.</i>	CO	
	<i>Use grammatically correct language for the audience and specific vocabulary to communicate ideas and supporting details.</i>	CO	
	<i>Perform dramatic readings and presentations.</i>	IA	
	<i>Understand the influence of heritage language in English speech patterns.</i>	NM	
	<i>Orally compare and contrast accounts of the same event and text.</i>	NM	
	<i>Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.</i>	NM	
Media Literacy	<i>Distinguish among, understand, and use different types of print, digital, and multimodal media.</i> <i>Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers).</i> <i>Locate and use information in print, non-print, and digital resources, and identify reasons for choosing information used.</i> <i>Check for accuracy in pictures and images.</i> <i>Recognize safe practices in personal media communications.</i>	MN	New cluster and standard
	<i>With prompting and support, create an individual or shared multimedia work for a</i>	MN	New cluster and

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Cluster	Standard	State	Comment
Grade 3			
	<p><i>specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</i></p> <p><i>With prompting and support, critique each found image under consideration for use in a multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project.</i></p> <p><i>Share the work with an audience.</i></p>		standard
Language Standards			
Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Write legibly in cursive.</i>	AL	Appended to standard L.3.2
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Write and organize a paragraph that groups sentences about a topic.</i>	AZ	Appended to standard L.3.1
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.</i> <i>Use reciprocal pronouns correctly.</i>	CA	Appended to standard L.3.1
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts.</i>	CO	Appended to standard L.3.1
Vocabulary Acquisition and Use	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases <i>in all content areas.</i>	CA	Text added to standard L.3.4
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <i>Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.</i>	CO	Appended to standard L.3.4
	Demonstrate understanding of word relationships and nuances in word meanings <i>to develop word consciousness.</i>	MN	Text added to standard L.3.5

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 4			
Reading Standards for Literature			
Key Ideas and Details	<i>Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.</i>	CO	
	<i>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</i>	IA	
	<i>Develop an understanding of people, cultures, and societies and explore self identity through literature, media, and oral tradition.</i>	NM	
	<i>Understand that oral tribal history is not a myth, fable, or folktale, but a historical perspective.</i>	NM	
Craft and Structure	<i>Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved).</i>	CO	
Integration of Knowledge and Ideas	<i>Locate and analyze examples of similes and metaphors in stories, poems, folktales, and plays, and explain how these literary devices enrich the text.</i>	MA	
Range of Reading and Level of Text Complexity	<i>Read familiar texts orally with fluency, accuracy, and prosody (expression).</i>	CO	
	By the end of the year, read and comprehend literature <i>and other texts</i> including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently and <i>independently with scaffolding</i> as needed at the high end of the range. <i>Self-select texts for personal enjoyment, interest, and academic tasks.</i>	MN	Text added to standard RL.4.10; Appended to standard RL.4.10
<i>Responding to Literature</i>	<i>Recognize, interpret and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events and situations.</i> <i>Self-select text based upon personal preferences.</i>	NY	New cluster and standard
Reading Standards for Informational Text			
Key Ideas and Details	<i>Skim materials to develop a general overview of content.</i>	CO	
	<i>Scan to locate specific information or to perform a specific task (finding a phone number, locating a definition in a glossary, identifying a specific phrase in a passage) .</i>	CO	
	<i>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</i>	IA	
Craft and Structure	<i>Identify common organizational structures (paragraphs, topic sentences, concluding sentences) and explain how they aid comprehension.</i>	CO	
	<i>Use text features (bold type, headings, visuals, captions, glossary) to organize or</i>	CO	

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Cluster	Standard	State	Comment
Grade 4			
	<i>categorize information.</i>		
	<i>Identify conclusions.</i>	CO	
Integration of Knowledge and Ideas	<i>Consider negative as well as positive implications of their own thinking or behavior, or others thinking or behavior.</i>	CO	
	<i>State, elaborate, and give an example of a concept (for example, state, elaborate, and give an example of friendship or conflict).</i>	CO	
	<i>Identify the key concepts and ideas they and others use.</i>	CO	
	<i>Ask primary questions of clarity, significance, relevance, accuracy, depth, and breadth.</i>	CO	
Range of Reading and Level of Text Complexity	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. <i>By the end of year, read and comprehend functional 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.</i>	AZ	Appended to standard 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 <i>independently and</i> proficiently, with scaffolding as needed at the high end of the range. <i>Self-select texts for personal enjoyment, interest, and academic tasks.</i>	MN	Text added to standard RI.4.10; Appended to standard RI.4.10
Writing Standards			
Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <i>Choose planning strategies to support text structure and intended outcome .</i>	CO	Appended to standard W.4.3
	<i>Write poems that express ideas or feelings using imagery, figurative language, and sensory details.</i>	CO	
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <i>Choose planning strategies to support text structure and intended outcome.</i> <i>Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast.</i> <i>Organize relevant ideas and details to convey a central idea or prove a point.</i>	CO	Appended to standard W.4.2
	<i>Write stories, poems, and scripts that use similes and/ or metaphors.</i>	MA	
	Write narratives <i>and other creative texts</i> to develop real or imagined	MN	Text added to

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Cluster	Standard	State	Comment
Grade 4			
	<p>experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Provide a conclusion (<i>when appropriate to the genre</i>) that follows from the narrated experiences or events.</p>		standard W.4.3
	<i>Use digital media environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others.</i>	NM	
Production and Distribution of Writing	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><i>Produce clear and coherent functional writing (e.g., friendly and formal letters, recipes, experiments, notes/messages, labels, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.</i></p>	AZ	Appended to standard W.4.4
	<p>Produce clear and coherent writing (<i>including multiple-paragraph texts</i>) in which the development and organization are appropriate to task, purpose, and audience.</p>	CA	Text added to standard W.4.4
	<i>Use correct format (indenting paragraphs, parts of a letter, poem, etc.) for intended purpose</i>	CO	
	<p>With guidance and support from peers and adults, <i>use a writing process</i> to develop and strengthen writing as needed by planning, <i>drafting</i>, revising, and editing.</p>	MN	Text added to standard W.4.5
Research to Build & Present Knowledge	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, <i>paraphrase</i>, and categorize information, and provide a list of sources.</p>	CA	Text added to standard W.4.8
	<p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><i>Identify a topic and formulate open-ended research questions for further inquiry and learning.</i></p> <p><i>Present a brief report of the research findings to an audience.</i></p>	CO	Appended to standard W.4.7
	<p>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.</p> <p><i>Identify relevant sources for locating information.</i></p> <p><i>Locate information using text features, (appendices, indices, glossaries, and table of content) .</i></p> <p><i>Gather information using a variety of resources (reference materials, trade books,</i></p>	CO	Appended to standard W.4.8

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Grade 4			
	<i>online resources, library databases, print and media resources).</i> Read for key ideas, take notes, and organize information read (using graphic organizer). Interpret and communicate the information learned by developing a brief summary with supporting details. Develop relevant supporting visual information (charts, maps, diagrams, photo evidence, models).		
	<i>Gather relevant information from multiple sources, including oral knowledge.</i>	NM	
	<i>Apply digital tools to gather, evaluate, and use information.</i>	NM	
	<i>Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</i>	NM	
Range of Writing	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. <i>Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</i>	MN	Appended to standard W.4.10
Responding to Literature	<i>Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.</i>	NY	New cluster and standard
Speaking and Listening Standards			
Comprehension and Collaboration	Identify the reasons and evidence a speaker <i>or media source</i> provides to support particular points.	CA	Text added to standard SL.4.3
	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. <i>Cooperate and problem solve as appropriate for productive group discussion.</i>	MN	Appended to standard SL.4.1
	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. <i>Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.</i>	NY	Appended to standard SL.4.1
Presentation of Knowledge & Ideas	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. <i>Plan and deliver a narrative presentation that: relates ideas, observations, or</i>	CA	Appended to standard SL.4.4

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Cluster	Standard	State	Comment
Grade 4			
	<i>recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.</i>		
	<i>Perform dramatic readings and presentations.</i>	IA	
	<i>Understand the influence of heritage language in English speech patterns.</i>	NM	
	<i>Orally compare and contrast accounts of the same event and text.</i>	NM	
	<i>Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.</i>	NM	
Media Literacy	<i>Distinguish among, understand, and use different types of print, digital, and multimodal media.</i> <i>Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers).</i> <i>Locate and use information in print, non-print, and digital resources using a variety of strategies.</i> <i>Check for accuracy of information between two different sources.</i> <i>Recognize safe practices in social and personal media communications.</i>	MN	New cluster and standard
	<i>Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</i> <i>Evaluate the Fair Use of each visual element or piece of music used in a media work and create a list documenting the source for each found image or piece of music.</i> <i>Publish the work and share it with an audience.</i>	MN	New cluster and standard
Language Standards			
Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Write and organize one or more paragraphs about a topic.</i>	AZ	Appended to standard L.4.1
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Write fluidly and legibly in cursive or joined italics.</i> Use <i>interrogative</i> , relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	CA	Text added to and appended to standard L.4.1
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Use compound subjects (Tom and Pat went to the store) and compound verbs</i>	CO	Appended to standard L.4.1

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Cluster	Standard	State	Comment
Grade 4			
	<i>(Harry thought and worried about the things he said to Jane) to create sentence fluency in writing .</i>		
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Write legibly by hand, using either printing or cursive handwriting.</i>	MA	Appended to standard L.4.1
Vocabulary Acquisition and Use	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 <i>and to identify alternate word choices in all content areas.</i>	CA	Text added to standard L.4.4
	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. <i>Read and understand words with common prefixes (un-, re-, dis-) and derivational suffixes (-ful, -ly, -ness).</i> <i>Read and understand words that change spelling to show past tense: write/ wrote, catch/ caught, teach/ taught .</i> <i>Read multisyllabic words with and without inflectional and derivational suffixes</i> <i>Infer meaning of words using explanations offered within a text.</i>	CO	Appended to standard L.4.4
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings <i>to develop word consciousness.</i>	MN	Text added to standard L.4.5

Cluster	Standard	State	Comment
Grade 5			
Reading Standards for Literature			
Key Ideas and Details	<i>Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge.</i>	CO	
	<i>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</i>	IA	
	<i>Develop an understanding of people, cultures, and societies and explore self identity through literature, media, and oral tradition.</i>	NM	
	<i>Understand that oral tribal history is not a myth, fable, or folktale, but a historical perspective.</i>	NM	

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Cluster	Standard	State	Comment
Grade 5			
Craft and Structure	<i>Locate information to support opinions, predictions, inferences, and identification of the author's message or theme.</i>	CO	
	Describe how a narrator's or speaker's point of view influences how events are described. <i>Recognize and describe how an author's background and culture affect his or her perspective.</i>	NY	Appended to standard RL.5.6
Integration of Knowledge and Ideas	<i>Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text.</i>	CO	
	<i>.Locate and analyze examples of foreshadowing in stories, poems, folktales, and plays.</i>	MA	
Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend literature <i>and other texts</i> including stories, dramas, and poetry at the high end of the grades 4–5 text complexity band proficiently and independently. <i>Self-select texts for personal enjoyment, interest, and academic tasks.</i>	MN	Text added to and appended to standard RL.5.10
<i>Responding to Literature</i>	<i>Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.</i> <i>Self-select text to develop personal preferences regarding favorite authors.</i> <i>Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces.</i>	NY	New cluster and standard
Reading Standards for Informational Text			
Key Ideas and Details	<i>Distinguish between fact and opinion, providing support for judgments made.</i>	CO	
	<i>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</i>	IA	
Craft and Structure	<i>Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks .</i>	CO	
Integration of Knowledge and Ideas	<i>Ask primary questions of clarity, significance, relevance, accuracy, precision, logic, fairness, depth, and breadth.</i>	CO	
	<i>Acknowledge the need to treat all viewpoints fair-mindedly.</i>	CO	
	<i>Recognize what they know and don't know (intellectual humility).</i>	CO	
	<i>Recognize the value of using the reasoning process to foster desirable outcomes (intellectual confidence in reason).</i>	CO	
Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, at the high	AZ	Appended to standard RI.5.10

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Cluster	Standard	State	Comment
Grade 5			
	end of the grades 4–5 text complexity band independently and proficiently. <i>By the end of the year, read and comprehend functional texts, including history/ social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</i>		
	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. <i>Self-select texts for personal enjoyment, interest, and academic tasks.</i>	MN	Appended to standard RI.5.10
Writing Standards			
Text Types and Purposes	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <i>Include cause and effect, opinions, and other opposing viewpoints in persuasive writing.</i>	CO	Appended to standard W.5.1
	Write narratives and to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <i>Create personal and fictional narratives with a strong personal voice.</i>	CO	Appended to standard W.5.3
	<i>Write poems using poetic techniques (alliteration, onomatopoeia); figurative language (simile, metaphor); and graphic elements (capital letters, line length).</i>	CO	
	<i>Write stories, poems, and scripts that draw on characteristics of tall tales or myths, or of modern genres such as mysteries, fantasies, and historical fiction.</i>	MA	
	Write narratives and <i>other creative texts</i> to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use <i>literary and</i> narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Provide a conclusion (<i>when appropriate to the genre</i>) that follows from the narrated experiences or events.	MN	Text added to standard W.5.3
	<i>Use digital media environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others.</i>	NM	
Production and Distribution of Writing	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <i>Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments,</i>	AZ	Appended to standard W.5.4

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Cluster	Standard	State	Comment
Grade 5			
	<i>notes/ messages, labels, timelines, graphs/ tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.</i>		
	Produce clear and coherent writing (<i>including multiple paragraph texts</i>) in which the development and organization are appropriate to task, purpose, and audience.	CA	Text added to standard W.5.4
	With guidance and support from peers and adults, <i>use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.</i>	MN	Text added to standard W.5.5
	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <i>Produce text (print or nonprint) that explores a variety of cultures and perspectives.</i>	NY	Appended to standard W.5.4
	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). <i>Summarize and support key ideas.</i> <i>Demonstrate comprehension of information with supporting logical and valid inferences.</i> <i>Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience.</i>	CO	Appended to standard W.5.7
	Recall information from experiences or gather information from provided sources to answer a question. <i>Develop relevant supporting visual information (charts, maps, graphs, photo evidence, models).</i> <i>Provide documentation of sources used in a grade-appropriate format .</i>	CO	Appended to standard W.5.8
	Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>Accurately explain the implications of concepts they use.</i> <i>Identify irrelevant ideas and use concepts and ideas in ways relevant to their purpose.</i> <i>Analyze concepts and draw distinctions between related but different concepts.</i> <i>Demonstrate use of language that is careful and precise while holding others to the same standards.</i> <i>Distinguish clearly and precisely the difference between an implication and consequence.</i> <i>Distinguish probable from improbable implications and consequences.</i>	CO	Appended to standard W.5.9
	<i>Gather relevant information from multiple sources, including oral knowledge.</i>	NM	

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Grade 5			
	<i>Apply digital tools to gather, evaluate, and use information.</i>	NM	
	<i>Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</i>	NM	
Range of Writing	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. <i>Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</i>	MN	Appended to standard W.5.10
Responding to Literature	<i>Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.</i> <i>Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.</i>	NY	New cluster and standard
Speaking and Listening Standards			
Comprehension and Collaboration	Summarize the points a speaker <i>or media source</i> makes and explain how each claim is supported by reasons and evidence, <i>and identify and analyze any logical fallacies.</i>	CA	Text added to standard SL.5.3
	<i>Listen to other's ideas and form their own opinions.</i>	CO	
	<i>Model a variety of active listening strategies (eye contact, note taking, questioning, formulating clarifying questions).</i>	CO	
	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. <i>Cooperate and problem solve to make decisions as appropriate for productive group discussion.</i>	MN	Appended to standard SL.5.1
	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence <i>distinguishing between a speaker's opinions and verifiable facts.</i>	MN	Text added to standard SL.5.3
	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. <i>Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.</i> <i>Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</i>	NY	Appended to standard SL.5.1

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Cluster	Standard	State	Comment
Grade 5			
Presentation of Knowledge & Ideas	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. <i>Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position.</i> <i>Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.</i>	CA	Appended to standard SL.5.4
	<i>Describe a process and persuade an audience.</i>	CO	
	<i>Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion.</i>	CO	
	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. <i>Perform dramatic readings and presentations.</i>	IA	Appended to standard SL.5.6
	<i>Understand the influence of heritage language in English speech patterns.</i>	NM	
	<i>Orally compare and contrast accounts of the same event and text.</i>	NM	
	<i>Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.</i>	NM	
Media Literacy	<i>Distinguish among, understand, and use different types of print, digital, and multimodal media.</i> <i>Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers).</i> <i>Locate and use information in print, non-print, and digital resources using a variety of strategies.</i> <i>Evaluate the accuracy and credibility of information found in digital sources.</i> <i>Recognize ethical standards and safe practices in social and personal media communications.</i>	MN	New cluster and standard
	<i>Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</i> <i>Evaluate the Fair Use of each visual element or piece of music used in a media work and create a list documenting the source for each found image or piece of music.</i>	MN	New cluster and standard

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Grade 5			
	<i>Publish the work and share it with an audience.</i>		
Language Standards			
Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Construct one or more paragraphs that contain:</i> <ul style="list-style-type: none"> • <i>a topic sentence,</i> • <i>supporting details,</i> • <i>relevant information,</i> • <i>concluding sentences.</i> 	AZ	Appended to standard L.5.1
Vocabulary Acquisition and Use	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 <i>and to identify alternate word choices in all content areas.</i>	CA	Text added to standard L.5.4
	<i>Read and identify the meaning of words with sophisticated prefixes and suffixes.</i>	CO	
	<i>Apply knowledge of derivational suffixes that change the part of speech of the base word (such as active, activity).</i>	CO	
	<i>Infer meaning of words using structural analysis, context, and knowledge of multiple meanings.</i>	CO	
	<i>Read and identify the meaning of roots and related word families in which the pronunciation of the root does not change.</i>	CO	
	Demonstrate understanding of <i>figurative language</i> , word relationships, and nuances in word meanings <i>to develop word consciousness.</i>	MN	Text added to Standard L.5.5

Cluster	Standard	State	Comment
Grade 6			
Reading Standards for Literature			
Key Ideas and Details	<i>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</i>	IA	
	<i>Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.</i>	IA	
	<i>Analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.</i>	NM	

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Cluster	Standard	State	Comment
Grade 6			
	<i>Analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society.</i>	NM	
	<i>Compare a cultural value as portrayed in literature with a personal belief or value.</i>	NM	
	Explain how an author develops the point of view of the narrator or speaker in a text. <i>Explain how an author's geographic location or culture affects his or her perspective.</i>	NY	Appended to standard RL.6.6
Integration of Knowledge and Ideas	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. <i>Differentiate among odes, ballads, epic poetry, and science fiction.</i>	AL	Appended to standard RL.6.7-9
	<i>Identify the conventions of legends and epics (e.g., the hero, quest, journey, seemingly impossible tasks) in historical and modern literary works.</i>	MA	
Range of Reading and Level of Text Complexity	<i>Use different kinds of questions to clarify and extend comprehension.</i>	CO	
	<i>Identify how the author uses dialogue and specific word choice to achieve an effect.</i>	CO	
	By the end of the year, read and comprehend literature <i>and other texts</i> including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently <i>and independently</i> with <i>appropriate</i> scaffolding for texts at the high end of the range. <i>Self-select texts for personal enjoyment, interest, and academic tasks.</i> <i>Read widely to understand multiple perspectives and pluralistic viewpoints.</i>	MN	Text added to and appended to standard RL.6.10
Responding to Literature	<i>Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.</i> <i>Self-select text based on personal preferences.</i> <i>Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</i>	NY	New cluster and standard
Reading Standards for Informational Text			
Key Ideas and Details	<i>Generate questions, make/confirm/adjust predictions, make inferences, and draw conclusions based on text structures.</i>	CO	
	<i>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</i>	IA	
	<i>Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.</i>	IA	

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 6			
Craft and Structure	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. <i>Analyze the use of text features (e.g., graphics, headers, captions) in popular media.</i>	CA	Appended to standard RI.6.5
	<i>Use information from text and text features (such as timeline, diagram, captions) to answer questions or perform specific tasks.</i>	CO	
Integration of Knowledge and Ideas	<i>Accurately identify own assumptions, as well as those of others.</i>	CO	
	<i>Make assumptions that are consistent with one another.</i>	CO	
	<i>Identify the natural tendency in humans to use stereotypes, prejudices, biases, and distortions.</i>	CO	
	<i>Identify stereotypes, prejudices, biases, and distortions in self and thinking of others.</i>	CO	
	<i>Accurately state the assumptions underlying the inferences they or others make, and then accurately assess those assumptions for justifiability.</i>	CO	
	<i>Determine strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision.</i>	CO	
	<i>Take control over their thinking to determine when thinking should be questioned and when it should be accepted. (intellectual autonomy).</i>	CO	
	<i>Distinguish between primary and secondary sources.</i>	NM	
	<i>Describe how the media use propaganda, bias, and stereotyping to influence audiences.</i>	NM	
	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). <i>Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</i>	NY	Appended to Standard RI.6.9
Range of Reading and Level of Text Complexity	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. <i>By the end of the year, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>	AZ	Added to standard RI.6.10
	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.	MN	Appended to standard RI.6.10

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 6			
	<i>Self-select texts for personal enjoyment, interest, and academic tasks.</i>		
Writing Standards			
Text Types and Purposes	Introduce a topic <i>or thesis statement</i> ; 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.	CA	Text added to standard W.6.2
	<i>Use a range of poetic techniques (alliteration, onomatopoeia, rhyme scheme); figurative language (simile, metaphor, personification); and graphic elements (capital letters, line length, word position) to express personal or narrative voice in texts.</i>	CO	
	<i>Organize literary and narrative texts using conventional organizational patterns of the chosen genre.</i>	CO	
	<i>Use literary elements of a text (well-developed characters, setting, dialogue, conflict) to present ideas in a text.</i>	CO	
	<i>Use word choice, sentence structure, and sentence length to create voice and tone in writing.</i>	CO	
	<i>Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</i>	CO	
	<i>Organize information into a coherent essay or report with a thesis statement in the introduction and transition sentences to link paragraphs.</i>	CO	
	<i>Write to pursue a personal interest, to explain, or to persuade.</i>	CO	
	<i>Write to analyze informational texts (explains the steps in a scientific investigation).</i>	CO	
	<i>Select vocabulary and information to enhance the central idea.</i>	CO	
	<i>Demonstrate understanding of traditional literature by writing short narratives, poems, or scripts that use the conventions of myths, legends, or epics (e.g., explanations of natural phenomena; the hero's journey, quest, or task).</i>	MA	
	Write narratives <i>and other creative texts</i> to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <i>Use literary and narrative techniques, such as dialogue, pacing, rhythm and description, to develop experiences, events, and/or characters.</i> <i>Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.</i> <i>Provide a conclusion (when appropriate to the genre) that follows from the</i>	MN	Text added to standard W.6.3

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 6			
	narrated experiences or events.		
Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/ messages, labels, timelines, graphs/ tables, procedures, invitations, envelopes, maps, captions) in which the development and organization are appropriate to task, purpose, and audience.</i>	AZ	Appended to standard W.6.4
	<i>Employ a range of planning strategies to generate descriptive and sensory details (webbing, free writing, graphic organizers).</i>	CO	
	<i>Analyze and improve clarity of paragraphs and transitions.</i>	CO	
	<i>Identify persuasive elements in a peer's writing and critique the effectiveness.</i>	CO	
	With some guidance and support from peers and adults, <i>use a writing process</i> to develop and strengthen writing as needed by planning, <i>drafting</i> , revising, editing, rewriting, or trying a new approach.	MN	Text added to standard W.6.5
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>Produce text (print or nonprint) that explores a variety of cultures and perspectives.</i>	NY	Appended to standard W.6.4
Research to Build & Present Knowledge	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. <i>Identify a topic for research, developing the central idea or focus and potential research question(s).</i>	CO	Appended to standard W.6.7
	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. <i>Use a range of print and nonprint sources (atlases, data bases, reference materials, online and electronic resources, interviews, direct observation) to locate information to answer research questions.</i> <i>Locate specific information within resources using indexes, tables of contents, electronic search key words, etc.</i>	CO	Appended to standard W.6.8
	Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>Follow established criteria for evaluating accuracy, validity, and usefulness of information.</i>	CO	Appended to standard W.6.9

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Cluster	Standard	State	Comment
Grade 6			
	<i>Select and organize information, evidence, details, or quotations that support the central idea or focus.</i>		
Range of Writing	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. <i>Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</i>	MN	Appended to standard W.6.10
Responding to Literature	<i>Create and present a text or art work in response to a literary work. Develop a perspective or theme supported by relevant details. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).</i>	NY	New cluster and standard
Speaking and Listening Standards			
Comprehension and Collaboration	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. <i>Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.</i>	MN	Appended to standard SL.6.1
	Delineate a speaker's argument, specific claims, <i>and intended audience</i> , distinguishing claims that are supported by reasons and evidence from claims that are not.	MN	Text added to standard SL.6.3
	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. <i>Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.</i>	NY	Appended to standard SL.6.1
	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. <i>Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</i>	NY	Appended to standard SL.6.2
Presentation of Knowledge & Ideas	Present claims and findings (e.g., <i>argument, narrative, informative, response to literature presentations</i>), sequencing ideas logically and using pertinent descriptions, facts, and details <i>and nonverbal elements</i> to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear	CA	Text added to and appended to standard SL.6.4

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Cluster	Standard	State	Comment
Grade 6			
	pronunciation. <i>Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific v and provides a strong conclusion.</i>		
	<i>Use evidence to develop credibility (such as citing textual evidence to support opinions).</i>	CO	
	<i>Prepare and conduct interviews.</i>	IA	
	<i>Participate in public performances.</i>	IA	
	<i>Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate.</i>	MN	Text added to standard SL.6.6
	<i>Understand the influence of heritage language in English speech patterns.</i>	NM	
	<i>Orally compare and contrast accounts of the same event and text.</i>	NM	
	<i>Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.</i>	NM	
<i>Media Literacy</i>	<i>Understand, analyze, and use different types of print, digital, and multimodal media. Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements). Evaluate mass media with regard to accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, print and digital media, advertisements). Recognize ethical standards and safe practices in social and personal media communications.</i>	MN	New cluster and standard
	<i>As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose. Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation. Publish the work and share with an audience.</i>	MN	New cluster and standard
Language Standards			
Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Demonstrate knowledge of subject-verb agreement when interrupted by a</i>	AL	Appended to standard L.6.1

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Cluster	Standard	State	Comment
Grade 6			
	<i>prepositional phrase, with inverted word order, and with indefinite pronouns as subjects.</i>		
	Use <i>all pronouns, including intensive pronouns</i> (e.g., myself, ourselves), <i>correctly.</i>	CA	Text added to standard L.6.1.b
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Identify fragments and run-ons and revise sentences to eliminate them.</i> <i>Use coordinating conjunctions in compound sentences.</i> <i>Maintain consistent verb tense within paragraph.</i> <i>Choose adverbs to describe verbs, adjectives, and other adverbs.</i>	CO	Appended to standard L.6.1
Knowledge of Language	<i>Recognize the difference between informal and formal language and make choices appropriate for group purposes.</i>	CO	
Vocabulary Acquisition and Use	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Make connections back to previous sentences and ideas to resolve problems in comprehension.</i> <i>Employ synonyms or antonyms gleaned from a passage to provide an approximate meaning of a word .</i>	CO	Appended to standard L.6.4

Cluster	Standard	State	Comment
Grade 7			
Reading Standards for Literature			
Key Ideas and Details	<i>Recognize the influence of setting on other narrative elements</i>	CO	
	<i>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</i>	IA	
	<i>Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.</i>	IA	
	<i>Analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.</i>	NM	
	<i>Analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society.</i>	NM	
	<i>Use oral and written texts from various cultures to cite evidence that supports or negates</i>	NM	

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Cluster	Standard	State	Comment
Grade 7			
	<i>understanding of a cultural value.</i>		
Craft and Structure	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. <i>Analyze stories, drama, or poems by authors who represent diverse world cultures.</i>	NY	Appended to standard RL.7.6
Integration of Knowledge and Ideas	<i>Interpret a literary work by analyzing how the author uses literary elements (e.g., mood, tone, point of view, personification, symbolism).</i>	MA	
Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend literature <i>and other texts</i> including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently <i>and independently</i> with <i>appropriate</i> scaffolding <i>for texts</i> at the high end of the range. <i>Self-select texts for personal enjoyment, interest, and academic tasks.</i> <i>Read widely to understand multiple perspectives and pluralistic viewpoints.</i>	MN	Appended to standard RL.10
<i>Responding to Literature</i>	<i>Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.</i> <i>Self-select text based on personal preferences.</i> <i>Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</i>	NY	New cluster and standard
Reading Standards for Informational Text			
Key Ideas and Details	<i>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</i>	IA	
	<i>Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.</i>	IA	
Craft and Structure	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. <i>Analyze the use of text features (e.g., graphics, headers, captions) in public documents.</i>	CA	Appended to standard RI.7.5
	<i>Interpret a variety of graphical representations and connect them to information in the text.</i>	CO	
	<i>Organize and synthesize information from multiple sources, determining the relevance of information.</i>	CO	
Integration of Knowledge and	<i>Distinguish between primary and secondary sources.</i>	NM	

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Cluster	Standard	State	Comment
Grade 7			
Ideas	<i>Describe how the media use propaganda, bias, and stereotyping to influence audiences.</i>	NM	
	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. <i>Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</i>	NY	Appended to standard RI.7.9
Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend literary non-fiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <i>By the end of the year, read and comprehend informational and functional text, including history/ social studies, science, and technical texts, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>	AZ	Appended to standard RI.7.10
	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range. <i>Self-select texts for personal enjoyment, interest and academic tasks.</i>	MN	Appended to standard RI.7.10
Writing Standards			
Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge <i>and address</i> alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) <i>or counterarguments</i> with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	CA	Text added to standard W.7.1.a & b
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic <i>or thesis statement</i> 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.	CA	Text added to standard W.7.2.a
	Write narratives to develop real or imagined experiences or events using	CO	Appended to standard W.7.3

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Cluster	Standard	State	Comment
	Grade 7		
	<p>effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><i>Use a variety of planning strategies to generate and organize ideas (such as brainstorming, mapping, graphic organizers).</i></p> <p><i>Write using poetic techniques (alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (simile, metaphor, personification); and graphic elements (capital letters, line length, word position) typical of the chosen genre.</i></p> <p><i>Use a range of appropriate genre features (engaging plot, dialogue, stanza breaks) to develop and organize texts.</i></p> <p><i>Establish a central idea, define a clear focus for each section of the text (paragraphs, verses), and use transitional words and phrases to link ideas and sections.</i></p> <p><i>Decide on the content and placement of descriptive and sensory details within the text to address the targeted audience and purpose.</i></p>		
	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p><i>Revise writing to strengthen the clarity and vividness of voice, tone, and ideas</i></p> <p><i>Develop texts that explain a process; define a problem and offer a solution; or support an opinion.</i></p> <p><i>Generate support from a variety of primary or secondary sources, such as interviews, electronic resources, periodicals, and literary texts .</i></p> <p><i>Reach an authentic audience with a piece of informational or persuasive writing.</i></p> <p><i>Explain and imitate emotional appeals used by writers who are trying to persuade an audience.</i></p>	CO	Appended to standard W.7.1
	<p><i>Write short narratives, poems, scripts, or personal reflections that demonstrate understanding of the literary concepts of mood, tone, point of view, personification, or symbolism.</i></p>	MA	
	<p>Write narratives <i>and other creative texts</i> to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><i>Use literary and narrative techniques, such as dialogue, pacing, rhythm, rhyme, and description, to develop experiences, events, and/or characters.</i></p> <p><i>Use precise words and phrases, relevant descriptive details, figurative</i></p>	MN	Text added to W.7.3

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Cluster	Standard	State	Comment
Grade 7			
	<p><i>and sensory language to capture the action and convey experiences and events.</i> Provide a conclusion (<i>when appropriate to the genre</i>) that follows from and reflects on the narrated experiences or events.</p>		
	<p>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.</p> <p><i>Use punctuation correctly (commas and parentheses to offset parenthetical elements; colons to introduce a list; and hyphens).</i> <i>Write and punctuate compound and complex sentences correctly .</i> <i>Vary sentences using prepositional phrases, ensuring that subjects and verbs agree in the presence of intervening phrases.</i> <i>Use pronoun-antecedent agreement including indefinite pronouns.</i> <i>Write with consistent verb tense across paragraphs .</i> <i>Use adjectives and adverbs correctly in sentences to describe verbs, adjectives, and other adverbs.</i> <i>Combine sentences with coordinate conjunctions.</i> <i>Improve word choice by using a variety of references, such as a thesaurus.</i></p>	CO	Appended to standard W.7.5
Production and Distribution of Writing	<p>With some guidance and support from peers and adults, <i>use a writing process</i> to develop and strengthen writing as needed by planning, <i>drafting</i>, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	MN	Text added to standard W.7.5
	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><i>Produce text (print or nonprint) that explores a variety of cultures and perspectives.</i></p>	NY	Appended to standard W.7.4
	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><i>Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/ messages, labels, timelines, graphs/ tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to task, purpose, and audience.</i></p>	AZ	Appended to standard W.7.4
Research to Build & Present Knowledge	<p><i>Synthesize information from multiple sources using logical organization, effective supporting evidence, and variety in sentence structure.</i></p>	CO	

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Cluster	Standard	State	Comment
Grade 7			
	<i>Write reports based on research that includes quotations, footnotes, or endnotes, and use standard bibliographic format to document sources or a works cited page.</i>	CO	
	<i>Prepare presentation of research findings (written, oral, or a visual product) for clarity of content and effect, and grammatically correct use of language, spelling, and mechanics.</i>	CO	
	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. <i>Identify a topic for research, developing the central idea or focus. Formulate open-ended research questions and identify potential sources of information (such as reference materials, electronic media), differentiating between primary and secondary source materials.</i>	CO	Appended to standard W.7.7
	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. <i>Use organizational features of electronic text (bulletin boards, search engines, databases) to locate information. Evaluate accuracy and usefulness of information, and the credibility of the sources used. Collect, interpret, and analyze relevant information; identify direct quotes for use in the report and information to summarize or paraphrase that will support the thesis or research question.</i>	CO	Appended to standard W.7.8
	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. <i>Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</i>	MN	Appended to standard W.7.10
<i>Responding to Literature</i>	<i>Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections. Make deliberate, personal, cultural, textual, and thematic connections across genres. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).</i>	NY	New cluster and standard
Speaking and Listening Standards			

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 7			
Comprehension and Collaboration	Delineate a speaker’s argument and specific claims, <i>and attitude toward the subject</i> , evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	CA	Text added to standard SL.7.3
	<i>Identify low-credibility stories by noticing vested interests or passion associated with content.</i>	CO	
	<i>Obtain useful information from standard news stories.</i>	CO	
	<i>Identify the purpose(s) or agenda of media presentations.</i>	CO	
	<i>Consider alternative perspectives of media presentations.</i>	CO	
	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. <i>Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.</i>	MN	Appended to standard SL.7.1
	Delineate a speaker’s argument, specific claims, <i>and intended audience</i> , evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	MN	Text added to standard SL.7.3
	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. <i>Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</i>	NY	Appended to standard SL.7.1
	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. <i>Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</i>	NY	Appended to standard SL.7.2
Present claims and findings (<i>e.g., argument, narrative, summary presentations</i>), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. <i>Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.</i>	CA	Text added to and appended to standard SL.7.4	

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Cluster	Standard	State	Comment
Grade 7			
Presentation of Knowledge & Ideas	<i>Prepare for audience and purpose by ensuring proper length of presentation, suitable mode of dress, appropriate topic, and engaging content.</i>	CO	
	<i>Implement strategies to rehearse presentation (such as memorizing key phrases, creating note cards, practicing with friends, etc.).</i>	CO	
	<i>Prepare and conduct interviews.</i>	IA	
	<i>Participate in public performances.</i>	IA	
	<i>Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate.</i>	MN	Text added to standard SL.7.6
	<i>Understand the influence of heritage language in English speech patterns.</i>	NM	
	<i>Orally compare and contrast accounts of the same event and text.</i>	NM	
	<i>Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.</i>	NM	
Media Literacy	<i>Understand, analyze, and use different types of print, digital, and multimodal media. Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, and advertisements). Analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries). Recognize ethical standards and safe practices in social and personal media communications.</i>	MN	New standard and cluster
	<i>As an individual or in collaboration, create an artistic or entertaining multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose. Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation. Publish the work and share with an audience.</i>	MN	New standard and cluster
Language Standards			
Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective</i>	AL	Appended to standard L.7.1

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 7			
	<i>nouns when verb form depends on the rest of the sentence.</i>		
	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 <i>or trace the etymology of words.</i>	CA	Text added to standard L.7.4
Vocabulary Acquisition and Use	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. <i>Use the tone of a passage to determine an approximate meaning of a word.</i>	CO	Appended to standard L.7.4
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <i>Understand that language represents and constructs how readers perceive events, people, groups, and ideas; recognize positive and negative implications of language and identify how it can affect readers in different ways.</i>	CO	Appended to standard L.7.5
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings <i>to extend word consciousness.</i>	MN	Text added to standard L.7.5

Cluster	Standard	State	Comment
Grade 8			
Reading Standards for Literature			
Key Ideas and Details	<i>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</i>	IA	
	<i>Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.</i>	IA	
	<i>Analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.</i>	NM	
	<i>Analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society.</i>	NM	
	<i>Use oral or written texts from various cultures, cite textual evidence that supports or negates reader inference of a cultural value.</i>	NM	

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 8			
Craft and Structure	<i>Analyze</i> how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor. <i>Analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures.</i>	NY	Appended to standard RL.8.6
Integration of Knowledge and Ideas	<i>Use graphic organizers and note-taking formats while reading to map relationships among implied or explicit ideas or viewpoints.</i>	CO	
	<i>Develop and share interpretations of literary works of personal interest.</i>	CO	
	<i>Identify and analyze the characteristics of irony and parody in literary works.</i>	MA	
Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend literature <i>and other texts</i> including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently <i>and independently</i> with <i>appropriate scaffolding for texts</i> at the high end of the range.	MN	Text added to standard RL.8.10
	By the end of the year, read and comprehend literature <i>and other texts</i> , including stories, dramas, and poems, at the high end of the grades 6–8 text complexity band independently and proficiently. <i>Self-select texts for personal enjoyment, interest and academic tasks.</i> <i>Read widely to understand multiple perspectives and pluralistic viewpoints.</i>	MN	Text added to and appended to standard RL.8.10
	<i>Grade 8 students will, by the end of the year, read and comprehend significant works of 18th, 19th, and 20th century literature including stories, dramas, and poems independently and proficiently.</i>	NM	
<i>Responding to Literature</i>	<i>Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.</i> <i>Self-select text to develop personal preferences.</i> <i>Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</i>	NY	New cluster and standard
Reading Standards for Informational Text			
Key Ideas and Details	<i>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</i>	IA	
	<i>Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.</i>	IA	

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 8			
Craft and Structure	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. <i>Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.</i>	CA	Appended to standard RI.8.5
Integration of Knowledge and Ideas	<i>Interpret and explain informational texts of personal interest.</i>	CO	
	<i>Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking.</i>	CO	
	<i>Determine strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision.</i>	CO	
	<i>Identify common reasoning fallacies in print and non-printed sources.</i>	CO	
	<i>Differentiate between valid and faulty generalizations.</i>	CO	
	<i>Describe how the media use propaganda, bias, and stereotyping to influence audiences.</i>	NM	
	<i>Distinguish between primary and secondary sources.</i>	NM	
	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. <i>Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</i>	NY	Appended to standard RI.8.9
Range of Reading and Level of Text Complexity	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. <i>By the end of the year, read and comprehend informational and functional text, including history/ social studies, science, and technical texts, in the grades 6–8 text complexity band independently and proficiently.</i>	AZ	Appended to standard RI.8.10
	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. <i>Self-select texts for personal enjoyment, interest, and academic tasks.</i>	MN	Appended to standard RI.8.10
Writing Standards			
Text Types and Purposes	Write informative/explanatory texts, <i>including career development documents (e.g., simple business letters and job applications)</i> , to examine a topic and convey ideas, concepts, and information through the selection, organization, and	CA	Text added to standard W.8.2

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 8			
	analysis of relevant content. Introduce a topic or <i>thesis statement</i> 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.		
	Write arguments to support claims with clear reasons and relevant evidence. <i>Develop texts that offer a comparison, show cause and effect, or support a point</i> <i>Write and justify a personal interpretation of literary or informational text that includes a thesis, supporting details from the literature, and a conclusion.</i> <i>Select and use appropriate rhetorical techniques (such as asking questions, using humor, etc.) for a variety of purposes.</i> <i>Use specific details and references to text or relevant citations to support focus or judgment.</i> <i>Use planning strategies to select and narrow topic.</i> <i>Explain and imitate emotional and logical appeals used by writers who are trying to persuade an audience.</i>	CO	Appended to standard W.8.1
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <i>Elaborate to give detail, add depth, and continue the flow of an idea.</i>	CO	Appended to standard W.8.2
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>Establish and maintain a controlling idea appropriate to audience and purpose.</i> <i>Integrate the use of organizing techniques that break up sequential presentation of chronology in a story (use of foreshadowing; starting in the middle of the action, then filling in background information using flashbacks).</i> <i>Write using poetic techniques (alliteration, onomatopoeia); figurative language (simile, metaphor, personification, hyperbole); and graphic elements (capital letters, line length, word position) for intended effect.</i> <i>Express voice and tone and influence readers' perceptions by varying vocabulary, sentence structure, and descriptive details.</i> <i>Use mentor text/authors to help craft appropriate technique.</i>	CO	Appended to standard W.8.4
	<i>Write short narratives, poems, scripts, or personal reflections that demonstrate understanding of the concepts of irony or parody.</i>	MA	

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 8			
	<p>Write narratives <i>and other creative texts</i> to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Use <i>literary and</i> narrative techniques, such as dialogue, pacing, description, <i>rhythm, repetition, rhyme</i>, and reflection, to develop experiences, events, and/or characters.</p> <p>Use precise words and phrases, relevant descriptive details, <i>figurative</i> and sensory language to capture the action and convey experiences and events.</p> <p>Provide a conclusion (<i>when appropriate to the genre</i>) that follows from and reflects on the narrated experiences or events.</p>	MN	Text added to standard W.8.3
Production and Distribution of Writing	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><i>Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, charts, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to task, purpose, and audience.</i></p>	AZ	Appended to standard W.8.4
	<p>With some guidance and support from peers and adults, <i>use a writing process</i> to develop and strengthen writing as needed by planning, <i>drafting</i>, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	MN	Text added to standard W.8.5
	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><i>Produce text (print or nonprint) that explores a variety of cultures and perspectives.</i></p>	NY	Appended to standard W.8.4
Research to Build & Present Knowledge	<p><i>Take a position on an issue and support it using quality reasoning</i></p>	CO	
	<p><i>Analyze own or others' appeal for purpose, question at issue, information, points of view, implications and consequences, assumptions, and concepts.</i></p>	CO	
	<p><i>Evaluate own or others' appeal for relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision.</i></p>	CO	
	<p><i>Use appropriate media to demonstrate reasoning and explain decisions in the creative process.</i></p>	CO	
	<p>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.</p>	CO	Appended to standard W.8.7

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 8			
	<p><i>Differentiate between paraphrasing and using direct quotes in a report</i></p> <p><i>Organize and present research appropriately for audience and purpose</i></p> <p><i>Present findings.</i></p>		
	<p>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.</p> <p><i>Differentiate between primary and secondary source materials.</i></p> <p><i>Document information and quotations; use a consistent format for footnotes or endnotes; and use standard bibliographic format to document sources.</i></p> <p><i>Write reports based on research that include quotations, footnotes or endnotes, and a bibliography or works cited page.</i></p>	CO	Appended to standard W.8.8
Range of Writing	<p>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.</p> <p><i>Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</i></p>	MN	Appended to standard W.8.10
Responding to Literature	<p><i>Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original.</i></p> <p><i>Make well-supported personal, cultural, textual, and thematic connections across genres.</i></p> <p><i>Create poetry, stories, plays, and other literary forms (e.g. videos, art work).</i></p>	NY	New cluster and standard
Speaking and Listening Standards			
Comprehension and Collaboration	<p>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.</p> <p><i>Identify a central idea and prepare and ask relevant interview questions for researching and developing ideas further.</i></p> <p><i>Evaluate the effectiveness of the techniques used and information gained from the interview.</i></p> <p><i>Give a planned oral presentation to a specific audience for an intended purpose.</i></p> <p><i>Demonstrate appropriate verbal and nonverbal delivery techniques (clear enunciation, gesture, volume, pace, use of visuals, and language) for intended effect.</i></p>	CO	Appended to standard SL.8.1
	<i>Paraphrase speaker's meaning.</i>	CO	

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Cluster	Standard	State	Comment
Grade 8			
	<i>Ask questions to clarify inferences.</i>	CO	
	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. <i>Cooperate, mediate, and problem solve to make decisions or build consensus as appropriate for productive group discussion.</i>	MN	Appended to standard SL.8.1
	Delinate <i>and respond</i> to a speaker's argument, specific claim, <i>and intended audience</i> , evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	MN	Text added to standard SL.8.3
	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. <i>Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</i>	NY	Appended to standard SL.8.1
	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. <i>Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</i>	NY	Appended to standard SL.8.2
Presentation of Knowledge & Ideas	Present claims and findings (<i>e.g., argument, narrative, response to literature presentations</i>), 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. <i>Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.</i>	CA	Text added to and appended to standard SL.8.4
	<i>Prepare and conduct interviews.</i>	IA	
	<i>Participate in public performances.</i>	IA	
	Adapt speech to a variety of contexts, <i>audiences</i> , tasks, <i>and feedback from self and others</i> , demonstrating command of formal English when indicated or appropriate.	MN	Text added to standard SL.8.6
	<i>Understand the influence of heritage language in English speech patterns.</i>	NM	

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Cluster	Standard	State	Comment
Grade 8			
	<i>Orally compare and contrast accounts of the same event and text.</i>	NM	
	<i>Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.</i>	NM	
Media Literacy	<p><i>Understand, analyze, and use different types of print, digital, and multimodal media.</i></p> <p><i>Evaluate mass media with regard to quality of production, accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, advertisements).</i></p> <p><i>Critically analyze the messages and points of view employed in different media (e.g., advertising, news programs, websites, video games, blogs, documentaries).</i></p> <p><i>Analyze design elements of various kinds of media productions to observe that media messages are constructed for a specific purpose.</i></p> <p><i>Recognize ethical standards and safe practices in social and personal media communications.</i></p>	MN	New cluster and standard
	<p><i>As an individual or in collaboration, create a persuasive multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.</i></p> <p><i>Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation.</i></p> <p><i>Publish the work and share with an audience.</i></p>	MN	New cluster and standard
Language Standards			
Conventions of Standard English	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>Apply rules of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence.</i></p>	AL	Appended to standard L.8.1
	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>Use comparative and superlative adjectives and adverbs correctly in sentences.</i></p> <p><i>Combine sentences with subordinate conjunctions.</i></p> <p><i>Use subject-verb agreement with intervening phrases and clauses.</i></p> <p><i>Identify main and subordinate clauses and use that knowledge to write varied, strong, correct, complete sentences.</i></p>	CO	Appended to standard L.8.1
	Demonstrate command of the conventions of standard English	CO	Appended to standard L.8.2

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Cluster	Standard	State	Comment
Grade 8			
	capitalization, punctuation, and spelling when writing. <i>Format and punctuate dialogue correctly.</i>		
Vocabulary Acquisition and Use	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 <i>or trace the etymology of words.</i>	CA	Text added to standard L.8.4.c
	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. <i>Select and employ strategies to persist when encountering unknown or ambiguous words or difficult passages.</i> <i>Explain how authors use language to influence audience perceptions of events, people, and ideas.</i> <i>Explain how word choice and sentence structure are used to achieve specific effects (such as tone, voice, and mood).</i>	CO	Appended to standard L.8.4
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings <i>to extend word consciousness.</i>	MN	Text added to standard L.8.5

Cluster	Standard	State	Comment
Grades 6–8 Literacy Standards			
Reading Standards for History/Social Studies			
Key Ideas and Details	Cite specific textual, <i>visual</i> , or <i>physical</i> evidence to support analysis of primary and secondary sources.	MN	Text added to standard RH.6-8.1
	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered, <i>how individuals become noteworthy, how ideas develop, how geography influences history</i>).	MN	Text added to standard RH.6-8.3
Craft and Structure	Identify aspects of a text that reveal an author’s <i>or creator’s</i> point of view or purpose (e.g., loaded language, inclusion or avoidance of particular <i>facts or ideas, use of color, formatting</i>).	MN	Text added to standard RH.6-8.6
Reading Standards for Literacy in Science and Technical Subjects			
Key Ideas and Details	Follow precisely a multistep procedure when carrying out experiments, <i>designing solutions</i> , taking measurements, or performing technical tasks.	MN	Text added to standard RST.6-8.3
Craft and Structure	Determine the meaning of symbols, <i>equations, graphical representations, tabular</i>	MN	Text added to

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Cluster	Standard	State	Comment
Grades 6–8 Literacy Standards			
	<i>representations</i> , key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.		standard RST.6-8.4
	Analyze the author’s purpose in <i>describing phenomena</i> , providing an explanation, describing a procedure, or discussing/reporting an experiment in a text.	MN	Text added to standard RST.6-8.6
Integration of Knowledge and Ideas	<i>Compare and</i> integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, table, <i>map</i>).	MN	Text added to standard RST.6-8.7
	Distinguish among <i>claims, evidence, reasoning</i> , facts, and reasoned judgment based on research findings, and speculation in a text.	MN	Text added to standard RST.6-8.8
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects			
Text Types and Purposes	Write arguments focused on discipline-specific content. Support claim(s) with logical reasoning and relevant, accurate data and <i>credible</i> evidence that demonstrate an understanding of the topic or text, using credible sources.	MN	Appended to standard WHST.6-8.1
	Write informative/ explanatory texts, <i>as they apply to each discipline and reporting format</i> , including the narration of historical events, <i>of</i> scientific procedures/ experiments, or <i>description of</i> technical processes. Develop the topic with relevant, <i>credible, sufficient, and</i> well-chosen facts, definitions, concrete details, quotations, or other information and examples.	MN	Text added to standard WHST.6-8.2
Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/ tables, experiments, maps, captions, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience.</i>	AZ	Appended to standard WHST.6-8.4
	With some guidance and support from peers and adults, <i>use a writing process</i> to develop and strengthen writing as needed by planning, <i>drafting</i> , revising, editing, rewriting, or trying a new approach, focusing on how well purpose, <i>discipline</i> , and audience have been addressed.	MN	Text added to standard WHST.6-8.5
	Use <i>technology, including, but not limited to</i> , the Internet, to produce and publish writing <i>and multi-media texts</i> , and present the relationships between information and ideas clearly and efficiently.	MN	Text added to standard WHST.6-8.6

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Cluster	Standard	State	Comment
Grades 6–8 Literacy Standards			
Research to Build & Present Knowledge	Gather relevant information from multiple <i>data</i> , print, <i>physical (e.g., artifacts, objects, images)</i> , 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.	MN	Text added to standard WHST.6-8.8
	Draw evidence from <i>literary or informational</i> texts to support analysis, reflection, and research.	MN	Text added to standard WHST.6-8.9

Cluster	Standard	State	Comment
Grade 9–10			
Reading Standards for Literature			
Key Ideas and Details	<i>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</i>	IA	
	<i>Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.</i>	IA	
	<i>Analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.</i>	NM	
	<i>Cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.</i>	NM	
	<i>Analyze how literary components affect meaning.</i>	CO	Grade 10
	<i>Explain the relationship between author’s style and literary effect.</i>	CO	Grade 10
Craft and Structure	Analyze a particular point of view or cultural experience reflected in a work of <i>early American literature to 1900</i> , drawing on a wide reading of American literature.	AL	Text added to standard RL.9-10.6 for grade 10
Integration of Knowledge and Ideas	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 <i>early American authors draw upon the Bible for religious themes and issues</i>).	AL	Text added to standard RL.9-10.9 for grade 10
	<i>Identify the characteristics that distinguish literary forms and genres.</i>	CO	Grade 9; This CO statement is the heading under

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Cluster	Standard	State	Comment
Grade 9–10			
			which CCSS.RL.9-10.9 is organized
	<i>Use literary terms to describe and analyze selections.</i>	CO	Grade 9
	<i>Evaluate the contribution to society made by traditional, classic, and contemporary works of literature that deal with similar topics and problems.</i>	CO	Grade 10
	<i>Relate a literary work to primary source documents of its literary period or historical setting.</i>	CO	Grade 10
	<i>Relate a work of fiction, poetry, or drama to the seminal ideas of its time.</i>	MA	
	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). <i>Analyze works by authors or artists who represent diverse world cultures.</i>	NY	Appended to standard RL.9-10.7
Range of Reading and Level of Text Complexity	By the end of grade 9, read and comprehend literature <i>and other texts</i> 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. <i>Self-select texts for personal enjoyment, interest, and academic tasks.</i> <i>Read widely to understand multiple perspectives and pluralistic viewpoints.</i>	MN	Text added to and appended to standard RL.9-10.10
	By the end of grade 10, read and comprehend literature <i>and other texts</i> including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. <i>Self-select texts for personal enjoyment, interest, and academic tasks.</i> <i>Read widely to understand multiple perspectives and pluralistic viewpoints.</i>	MN	Text added to and appended to standard RL.9-10.10
<i>Responding to Literature</i>	<i>Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.</i> <i>Self-select text to respond and develop innovative perspectives.</i> <i>Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</i>	NY	New cluster and standard
Reading Standards for Informational Text			
Key Ideas and Details	<i>Use flexible reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts.</i>	CO	Grade 9

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 9–10			
	<i>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</i>	IA	
	<i>Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.</i>	IA	
	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).</i>	NY	Appended to standard RI.9-10.1
Craft and Structure	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). <i>Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.</i>	CA	Appended to standard RI.9-10.5
	<i>Evaluate clarity and accuracy of information through close text study and investigation via other sources.</i>	CO	Grade 9
	<i>Critique author’s choice of expository, narrative, persuasive, or descriptive modes to convey a message.</i>	CO	Grade 9
Integration of Knowledge and Ideas	Analyze seminal European documents of historical significance (e.g., <i>Magna Carta; English Bill of Rights; The Social Contract, or Principles of Political Right</i>), including how they address related themes and concepts <i>included in United States’ documents of historical and literary significance.</i>	AL	Text added to standard RI.9-10.9 for grade 9
	<i>Compare the development of an idea or concept in multiple texts supported by text-based evidence.</i>	CO	Grade 10
	<i>Provide a response to text that expresses an insight (such as an author’s perspective or the nature of conflict) or use text-based information to solve a problem not identified in the text (for example, use information from a variety of sources to provide a response to text that expresses an insight).</i>	CO	Grade 10
	<i>Analyze the logic (including assumptions and beliefs) and use of evidence (existing and missing information, primary sources, and secondary sources) used by two or more authors presenting similar or opposing arguments (such as articles by two political columnists that address the same issue).</i>	CO	Grade 10
	<i>Evaluate the accuracy of the information in a text, citing text-based evidence, author’s use of expert authority, and author’s credibility to defend the evaluation.</i>	CO	Grade 10

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 9–10			
	<i>Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking.</i>	CO	Grade 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,” <i>and other documents such as those written by Sojourner Truth, Chief Seattle, and Elizabeth Cady Stanton</i>), including how they address related themes and concepts.	MN	Text added to standard RI.9-10.9
	<i>Analyze and evaluate common characteristics of significant works, including Hispanic and Native American oral and written texts.</i>	NM	
	<i>Cite strong and thorough textual evidence to support analysis of significant works, including Hispanic and Native American oral and written texts.</i>	NM	
	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. <i>Read, annotate, and analyze informational texts on topics related to diverse and nontraditional cultures and viewpoints.</i>	NY	Appended to standard RI.9-10.9
Range of Reading and Level of Text Complexity	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. <i>By the end of the year, read and comprehend informational and functional text, including history/ social studies, science, and technical texts, in the grades 6–8 text complexity band independently and proficiently.</i>	AZ	Appended to standard RI.9-10.10
	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. <i>By the end of grade 10, read and comprehend informational and functional text including history/ social studies, science, and technical texts, at the high end of the grades 9–10 text complexity band independently and proficiently.</i>	AZ	Appended to standard RI.9-10.10
	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. <i>Self-select texts for personal enjoyment, interest, and academic tasks.</i>	MN	Appended to standard RI.9-10.10
	By the end of grade 10, read and comprehend literary nonfiction at the	MN	Appended to

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 9–10			
	high end of the grades 9–10 text complexity band independently and proficiently. <i>Self-select texts for personal enjoyment, interest, and academic tasks.</i>		standard RI.9-10.10
Writing Standards			
Text Types and Purposes	Introduce a topic <i>or thesis statement</i> ; 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.	CA	Text added to standard W.9-10.2
	<i>Write literary and narrative texts using a range of poetic techniques, figurative language, and graphic elements to engage or entertain the intended audience.</i>	CO	Grade 9
	<i>Refine the expression of voice and tone in a text by selecting and using appropriate vocabulary, sentence structure, and sentence organization.</i>	CO	Grade 9
	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <i>Use appropriate rhetorical appeals and genre to engage and guide the intended audience.</i> <i>Anticipate and address readers' biases and expectations.</i> <i>Explain and imitate emotional, logical, and ethical appeals used by writers who are trying to persuade an audience.</i>	CO	Grade 9; Appended to standard W.9-10.1
	<i>Write literary and narrative texts using a range of stylistic devices (poetic techniques, figurative language, imagery, graphic elements) to support the presentation of implicit or explicit theme.</i>	CO	Grade 10
	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. <i>Choose and develop an effective appeal.</i> <i>Collect, organize, and evaluate materials to support ideas.</i> <i>Revise writing by evaluating relationship of central idea, evidence, and organizational pattern.</i> <i>Explain how writers use organization and details to communicate their purposes.</i> <i>Present writing to an authentic audience and gauge effect on audience for intended purpose.</i>	CO	Grade 10; Appended to standard W.9-10.2
	<i>Demonstrate understanding of the concept of point of view by writing short narratives, poems, essays, speeches, or reflections from one's own or a particular character's point of view (e.g., the hero, anti-hero, a minor character).</i>	MA	

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 9–10			
	<p>Write narratives and <i>other creative texts</i> develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><i>Use literary and narrative techniques, such as dialogue, pacing, rhythm, repetition, rhyme, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</i></p> <p><i>Use precise words and phrases, telling details, figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</i></p> <p><i>Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.</i></p>	MN	Text added to standard W.9-10.3
	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><i>Explore and inquire into areas of interest to formulate an argument.</i></p>	NY	Appended to standard W.9-10.1
	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><i>Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.</i></p>	NY	Appended to standard W.9-10.3
	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><i>Produce clear and coherent functional writing (e.g., formal letters, envelopes, experiments, notes/memo, labels, timelines, graphs/ tables, procedures, charts, maps, captions, diagrams, sidebar, flow charts) in which the development, organization and style are appropriate to task, purpose, and audience.</i></p>	AZ	Appended to standard W.9-10.4
Production and Distribution of Writing	<i>Review and revise ideas and development in substantive ways to improve the depth of ideas and vividness of supporting details.</i>	CO	Grade 9
	<i>Explain strengths and weaknesses of own writing and the writing of others using criteria (e.g., checklists, scoring guides).</i>	CO	Grade 9
	<i>Revise ideas and structure to improve depth of information and logic of organization.</i>	CO	Grade 9
	<i>Use a variety of strategies to evaluate whether the writing is presented in a creative and reflective manner (e.g., reading the draft aloud, seeking feedback from a reviewer, scoring guides).</i>	CO	Grade 10
	<i>Revise texts using feedback to enhance the effect on the reader and clarify the</i>	CO	Grade 10

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 9–10			
	<i>presentation of implicit or explicit theme.</i>		
	<i>Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</i>	MN	Text added to standard W.9-10.5
Research to Build & Present Knowledge	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 <i>including footnotes and endnotes.</i>	CA	Text added to standard W.9-10.8
	<i>Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts inherent in thinking.</i>	CO	Grade 9
	<i>Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision.</i>	CO	Grade 9
	<i>Implement a purposeful and articulated process to solve a problem.</i>	CO	Grade 9
	<i>Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process.</i>	CO	Grade 9
	<i>Integrate information from different sources to research and complete a project.</i>	CO	Grade 9
	<i>Integrate information from different sources to form conclusions about an author's assumptions, biases, credibility, cultural and social perspectives, or world views.</i>	CO	Grade 9
	<i>Judge the usefulness of information based on relevance to purpose, source, objectivity, copyright date, cultural and world perspective (such as editorials), and support the decision.</i>	CO	Grade 9
	<i>Examine materials to determine appropriate primary and secondary sources to use for investigating a question, topic, or issue (e.g., library databases, print and electronic encyclopedia and other reference materials, pamphlets, book excerpts, online and print newspaper and magazine articles, letters to an editor, digital forums, oral records, research summaries, scientific and trade journals).</i>	CO	Grade 9
	<i>Formulate research questions that are clear and precise.</i>	CO	Grade 10
	<i>Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness.</i>	CO	Grade 10
	<i>Distinguish between types of evidence (e.g., expert testimony, analogies, anecdotes, statistics) and use a variety of types to support a particular research purpose.</i>	CO	Grade 10

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 9–10			
	<i>Use in-text parenthetical citations to document sources of quotations, paraphrases and information.</i>	CO	Grade 10
	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. <i>Explore topics dealing with different cultures and world viewpoints.</i>	NY	Appended to standard W.9-10.7
	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <i>Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</i>	MN	Appended to standard W.9-10.10
Responding to Literature	<i>Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit.</i> <i>Engage in a wide range of prewriting experiences, such as using a variety of visual representations, to express personal, social, and cultural connections and insights.</i> <i>Identify, analyze, and use elements and techniques of various genres of literature.</i> <i>Develop critical and interpretive texts from more than one perspective, including historical and cultural.</i> <i>Create poetry, stories, plays, and other literary forms (e.g. videos, art work).</i>	NY	New cluster and standard
Speaking and Listening Standards			
Comprehension and Collaboration	<i>Follow the speaker’s arguments as they develop; take notes when appropriate.</i>	CO	Grade 9
	<i>Give verbal and nonverbal feedback to the speaker.</i>	CO	Grade 9
	<i>Ask clarifying questions.</i>	CO	Grade 9
	<i>Evaluate arguments and evidence.</i>	CO	Grade 9
	<i>Explain how variables such as background knowledge, experiences, values, and beliefs can affect communication.</i>	CO	Grade 9
	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. <i>Support others in discussions, activities, and presentations through active listening.</i> <i>Listen actively in groups to accomplish a goal.</i> <i>Contribute effectively in both small and large groups to collaboratively accomplish a</i>	CO	Grade 10; Appended to standard SL.9-10.1

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 9–10			
	<p><i>goal.</i> <i>Choose specific words for intended effect on particular audiences</i> <i>Facilitate (or lead) a group by developing an agenda designed to accomplish a specified goal.</i></p>		
	Evaluate a speaker’s point of view, reasoning, <i>intended audience</i> , and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	MN	Text added to standard SL.9-10.3
	<p>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.</p> <p><i>Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</i></p>	NY	Appended to standard SL.9-10.1
Presentation of Knowledge & Ideas	<p>Present information, findings, and supporting evidence clearly, concisely, and logically (<i>using appropriate eye contact, adequate volume, and clear pronunciation</i>) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.</p> <p><i>Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade.)</i></p> <p><i>Plan, memorize and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade.)</i></p>	CA	Text added to and appended to standard SL.9-10.4
	<i>Use verbal and nonverbal techniques to communicate information.</i>	CO	Grade 9
	<i>Define a position and select evidence to support that position.</i>	CO	Grade 9
	<i>Develop a well-organized presentation to defend a position.</i>	CO	Grade 9
	<i>Use effective audience and oral delivery skills to persuade an audience.</i>	CO	Grade 9
	<i>Select organizational patterns and structures and choose precise vocabulary and rhetorical devices.</i>	CO	Grade 10
	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the	CO	Grade 10; Appended to

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 9–10			
	organization, development, substance, and style are appropriate to purpose, audience, and task. <i>Make decisions about how to establish credibility and enhance appeal to the audience.</i>		standard SL.9-10.4
	<i>Rehearse the presentation to gain fluency, to adjust tone and modulate volume for emphasis, and to develop poise.</i>	CO	Grade 10
	<i>Use feedback to evaluate and revise the presentation.</i>	CO	Grade 10
	<i>Prepare and conduct interviews.</i>	IA	
	<i>Participate in public performances.</i>	IA	
	<i>Debate an issue from either side.</i>	IA	
	<i>While respecting intellectual property</i> , 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 (<i>e.g., persuasion, argumentation, debate</i>).	MN	Text added to standard 9-9-10.4
	Adapt speech to a variety of contexts, <i>audiences</i> , tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. <i>Apply assessment criteria to evaluate oral presentations by self and others.</i>	MN	Text added to and appended to standard SL.9-10.6
<i>Media Literacy</i>	<i>Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.</i> <i>Evaluate the content and effect of persuasive techniques used in different mass media.</i> <i>Synthesize information and recognize categories, trends, and themes across multiple sources.</i> <i>Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.</i> <i>Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices.</i>	MN	New cluster and standard
	<i>As an individual or in collaboration, create a multimedia work, a remix of original work and the work of others, or a piece of digital communication for a specific purpose (e.g., to interpret or respond to a piece of literature, to represent thematic similarities between two literary works, to interact or collaborate globally, to critique a current event or social issue).</i> <i>Present, transform, or remix content in an ethical manner, demonstrating an</i>	MN	New cluster and standard

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 9–10			
	<i>understanding of copyright, attribution, citation, the principles of Fair Use, and of the different types of Creative Commons licenses. Publish the work and share with an audience.</i>		
Language Standards			
Conventions of Standard English	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <i>Apply rules of subject-verb agreement when the subject has compound parts joined by or with the second element as singular or plural. Apply rules of subject-verb agreement with the subjunctive mood.</i>	AL	Appended to Standard L.9-10.1 for grade 9
	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <i>Use commas correctly with non-essential appositives.</i>	AL	Appended to Standard L.9-10.2 for grade 9
	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <i>Apply rules of subject-verb agreement when the subject is compound in form but singular in meaning and when the subject is plural in form but singular in meaning.</i>	AL	Appended to Standard L.9-10.2 for grade 10
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Identify comma splices and fused sentences in writing and revise to eliminate them Distinguish between phrases and clauses and use this knowledge to write varied, strong, correct, complete sentences</i>	CO	Grade 9; Appended to standard L.9-10.2
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Distinguish between the active and passive voice, and write in the active voice.</i>	CO	Grade 10; Appended to standard L.9-10.1
Vocabulary Acquisition and Use	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) <i>and continue to apply knowledge of Greek and Latin roots and affixes.</i>	CA	Text added to standard L.9-10.4
	Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.		

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 9–10			
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings <i>to extend word consciousness.</i>	MN	Text added to L.9-10.5
Cluster	Standard	State	Comment
Grades 9–10 Literacy Standards			
Reading Standards for History/Social Studies			
Key Ideas and Details	Cite specific textual <i>visual or physical evidence</i> to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	MN	Text added to standard RH.9-10.1
Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, <i>geographic, historical,</i> or economic aspects of history/social studies.	MN	Text added to standard RH.9-10.4
Integration of Knowledge and Ideas	Integrate quantitative or technical analysis (e.g., charts, <i>maps,</i> research data) with qualitative analysis in print or digital text.	MN	Text added RH.9-10.7
Reading Standards for Science and Technical Subjects			
Key Ideas and Details	Follow precisely a complex multistep procedure when carrying out experiments, <i>designing solutions,</i> taking measurements, or performing technical tasks, attending to special cases (<i>constraints</i>) or exceptions defined in the text.	MN	Text added to standard RS.9-10.3
Craft and Structure	Determine the meaning of symbols, <i>equations, graphical representations, tabular representations,</i> key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	MN	Text added to standard RS.9-10.4
	Analyze the author’s purpose in <i>describing phenomena,</i> providing an explanation, describing a procedure, or discussing/ <i>reporting</i> an experiment in a text, defining the question the author seeks to address.	MN	Text added to standard RS.9-10.6
Writing Standards for History/Social Studies, Science, and Technical Subjects			
Text Types and Purposes	Develop claim(s) and counterclaims fairly, supplying data and <i>credible</i> evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.	MN	Text added to standard WHST.9-10.1.b
	Write informative/ explanatory texts, <i>as they apply to each discipline and reporting format,</i> including the narration of historical events, of scientific procedures/ experiments, or <i>description of</i> technical processes. Develop the topic with well-chosen, relevant, <i>credible</i> and sufficient	MN	Text added to standard WHST.9-10.2

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grades 9–10 Literacy Standards			
	facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.		
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>Produce clear and coherent functional writing (e.g., formal letters, envelopes, experiments, labels, timelines, graphs/ tables, procedures, charts, maps, captions, diagrams, sidebar, flow charts) in which the development, organization and style are appropriate to task, purpose, and audience.</i>	AZ	Appended to standard WHST.9-10.4
Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to <i>discipline</i> , task, purpose, and audience.	MN	Text added to standard WHST.9-10.4
	<i>Use a writing process to develop and</i> strengthen writing as needed by planning, <i>drafting</i> , revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience, <i>and appropriate to the discipline.</i>	MN	Text added to standard WHST.9-10.5
	Use technology, <i>including, but not limited to</i> , the Internet, to produce, publish, and update individual or shared writing products <i>and multi-media texts</i> , taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	MN	Text added to standard WHST.9-10.2.6
Research to Build & Present Knowledge	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 <i>ideas from multiple</i> sources on the subject, demonstrating understanding of the subject under investigation.	MN	Text added to standard WHST.9-10.2.7
	Gather relevant information from multiple authoritative <i>data</i> , print, <i>physical (e.g., artifacts, objects, images)</i> , 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.	MN	Text added to standard WHST.9-10.2.8
	Draw evidence from <i>literary or</i> informational texts to support analysis, reflection, and research.	MN	Text added to standard WHST.9-10.2.9

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 11–12			
Reading Standards for Literature			
Key Ideas and Details	<i>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</i>	IA	
	<i>Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.</i>	IA	
	<i>Analyze and evaluate common characteristics of significant works of literature from various genres, including Hispanic and Native American oral and written texts.</i>	NM	
	<i>Cite strong and thorough textual evidence to support analysis of British, world, and regional literatures, including various Hispanic and Native American oral and written texts.</i>	NM	
	<i>Explain the influence of historical context on the form, style, and point of view of a written work.</i>	CO	Grade 11
Craft and Structure	<i>Evaluate the influence of historical context on the form, style, and point of view of a written work .</i>	CO	Grade 12
	<i>Evaluate how literary components impact meaning (such as tone, symbolism, irony, extended metaphor, satire, hyperbole).</i>	CO	Grade 12
Integration of Knowledge and Ideas	<i>Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</i>	AL	Modified standards RL.11-12.9 for grade 11
	<i>Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics.</i>	AL	Modified standards RL.11-12.9 for grade 12
	<i>Describe and contrast characteristics of specific literary movements and perspectives.</i>	CO	Grade 12
	<i>Analyze and relate a literary work to source documents of its literary period or to critical perspectives.</i>	CO	Grade 12
	<i>Demonstrate knowledge of classical foundational works of world literature.</i>	CO	Grade 12
	<i>Analyze a work of fiction, poetry, or drama using a variety of critical lenses (e.g., formal, psychological, historical, sociological, feminist).</i>	MA	
	<i>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian and other diverse cultures’ texts and how two or more texts from the same period treat similar themes or topics.</i>	MN	Text added to standard RL.11-12.9

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 11–12			
	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). <i>Analyze multiple interpretations of full-length works by authors who represent diverse world cultures.</i>	NY	Appended to standard RL.11-12.7
Range of Reading and Level of Text Complexity	By the end of grade 11, read and comprehend literature <i>and other texts</i> 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. <i>Self-select texts for personal enjoyment, interest, and academic tasks.</i> <i>Read widely to understand multiple perspectives and pluralistic viewpoints.</i>	MN	Text added to and appended to standard RL.11-12.10
	By the end of grade 12, read and comprehend literature <i>and other texts</i> 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. <i>Self-select texts for personal enjoyment, interest, and academic tasks.</i> <i>Read widely to understand multiple perspectives and pluralistic viewpoints.</i>	MN	Text added to and appended to standard RL.11-12.10
<i>Responding to Literature</i>	<i>Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.</i> <i>Self-select text to respond and develop innovative perspectives.</i> <i>Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</i>	NY	New cluster and standard
Reading Standards for Informational Text			
Key Ideas and Details	<i>Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).</i>	CO	Grade 11
	<i>Predict the impact an informational text will have on an audience and justify the prediction.</i>	CO	Grade 11
	<i>Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts.</i>	CO	Grade 12
	<i>Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences,</i>	IA	

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 11–12			
	<i>summarizing, and monitoring for comprehension.</i>		
	<i>Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.</i>	IA	
	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. <i>Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).</i>	NY	Appended to standard RI.11-12.1
Craft and Structure	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. <i>Analyze the use of text features (e.g., graphics, headers, captions) in public documents.</i>	CA	Appended to standard RI.11-12.5
	<i>Use text features and graphical representations to complement comprehension and enhance critical analysis of a text.</i>	CO	Grade 11
	<i>Use semantic cues, signal words, and transitions to identify text structures (such as critique, proposition/support/inductive/deductive) and to summarize central ideas and supporting details.</i>	CO	Grade 12
	<i>Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems.</i>	CO	Grade 12
	<i>Explain and interpret the visual components supporting the text (maps, complex tables and diagrams, and transitional devices, such as use of white space).</i>	CO	Grade 12
Integration of Knowledge and Ideas	<i>Analyze the logic of complex situations by questioning the purpose, question at issue, information, points of view, implications and consequences inferences, assumptions and concepts.</i>	CO	Grade 11
	<i>Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision.</i>	CO	Grade 11
	<i>Determine the extent to which they entered empathetically into competing points of view, exercised confidence in reason, recognized the limits of their knowledge on the topic (intellectual humility), explored alternative approaches to solving or addressing complex problems (intellectual flexibility), and were open to constructive critique (intellectual open mindedness).</i>	CO	Grade 11

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 11–12			
	<i>Analyze and assess the logic of the interdisciplinary domains inherent in reasoning through complex situations.</i>	CO	Grade 11
	<i>Monitor and assess the extent to which their own beliefs and biases influenced their reactions to the viewpoints and logic of others.</i>	CO	Grade 11
	<i>Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking.</i>	CO	Grade 11
	<i>Assess strengths and weaknesses of thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision.</i>	CO	Grade 11
	<i>Evaluate the reasoning of self and others for quality, strong-sense thinking.</i>	CO	Grade 11
	<i>Synthesize information to support a logical argument.</i>	CO	Grade 12
	<i>Distinguish between evidence and inferences.</i>	CO	Grade 12
	<i>Identify false premises or assumptions.</i>	CO	Grade 12
	<i>Analyze rhetorical devices used in own and others' appeals.</i>	CO	Grade 12
	<i>Summarize ideas that include alternate views, rich detail, well-developed paragraphs, and logical argumentation.</i>	CO	Grade 12
	<i>Analyze and evaluate common characteristics of significant works, including Hispanic and Native American oral and written texts.</i>	NM	
	<i>Cite strong and thorough textual evidence to support analysis of significant works, including Hispanic and Native American oral and written texts.</i>	NM	
	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. <i>Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.</i>	NY	Appended to standard RI.11-12.9
Range of Reading and Level of Text Complexity	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. <i>By the end of grade 11, read and comprehend informational and functional text, including history/ social studies, science, and technical texts, in the grades 11– CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>	AZ	Appended to standard RI.11-12.10

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 11–12			
	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. <i>By the end of grade 12, read and comprehend informational and functional text, including history/ social studies, science, and technical texts, at the high end of the grades 11–CCR text complexity band independently and proficiently.</i>	AZ	Appended to standard RI.11-12.10
	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. <i>Self-select texts for personal enjoyment, interest, and academic tasks.</i>	MN	Appended to standard RI.11-12.10
	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. <i>Self-select texts for personal enjoyment, interest, and academic tasks.</i>	MN	Appended to standard RI.11-12.10
Writing Standards			
Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <i>Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</i>	CA	Appended to standard W.11-12.1
	Introduce a topic <i>or thesis statement</i> ; 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.	CA	Text added to standard W.11-12.2
	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <i>Use a range of strategies to evaluate whether the writing is presented in a clear and engaging manner (such as reading the text from the perspective of the intended audience, seeking feedback from a reviewer).</i> <i>Evaluate and revise text to eliminate unnecessary details, ineffective stylistic devices, and vague or confusing language.</i>	CO	Grade 11; Appended to standard W.11-12.3
	<i>Articulate a position through a sophisticated claim or thesis statement and advance it using evidence, examples, and counterarguments.</i>	CO	Grade 12

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 11–12			
	<i>Select appropriate and relevant information (excluding extraneous details) to set context.</i>	CO	Grade 12
	<i>Address audience needs and anticipate audience questions or misunderstandings.</i>	CO	Grade 12
	<i>Select and build context for language appropriate to content (technical, formal).</i>	CO	Grade 12
	<i>Control and enhance the flow of ideas through transitional words or phrases appropriate to text structure.</i>	CO	Grade 12
	<i>Support judgments with substantial evidence and purposeful elaboration.</i>	CO	Grade 12
	<i>Draw a conclusion by synthesizing information.</i>	CO	Grade 12
	<i>Use a range of elaboration techniques (such as questioning, comparing, connecting, interpreting, analyzing, or describing) to establish and express point of view and theme.</i>	CO	Grade 12
	<i>Create a clear and coherent, logically consistent structure appropriate to the chosen literary genre (biographical account, short story, personal narrative, narrative poem or song, parody of particular narrative style, play script).</i>	CO	Grade 12
	<i>Develop context, character/ narrator motivation, problem/ conflict and resolution, and descriptive details/examples to support and express theme.</i>	CO	Grade 12
	<i>Manipulate elements of style, imagery, tone, and point of view to appeal to the senses and emotions of the reader.</i>	CO	Grade 12
	<i>Demonstrate understanding of the concept of theme by writing short narratives, poems, essays, speeches, or reflections that respond to universal themes (e.g., challenges, the individual and society, moral dilemmas, the dynamics of tradition and change).</i>	MA	
	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <i>Use literary and narrative techniques, such as dialogue, pacing, rhythm, repetition, rhyme, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</i> <i>Use precise words and phrases, telling details, figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</i> <i>Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.</i>	MN	Text added to standard W.11-12.3
	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <i>Explore and inquire into areas of interest to formulate an argument.</i>	NY	Appended to standard W.11-12.1

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State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grade 11–12			
	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <i>Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.</i>	NY	Appended to standard W.11-12.3
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>Produce clear and coherent functional writing (e.g., formal letters, envelopes, application, minutes, memo, cover letter, letter of application, speaker introduction, request for a letter of recommendation, technical directions, resume, application essay, captions) in which the development organization and style are appropriate to task, purpose, and audience.</i>	AZ	Appended to standard W.11-12.4
Production and Distribution of Writing	<i>Revise writing using feedback to maximize effect on audience and to calibrate purpose.</i>	CO	Grade 12
	<i>Critique own writing and the writing of others from the perspective of the intended audience to guide revisions, improve voice and style (word choice, sentence variety, figurative language) and achieve intended purpose and effect.</i>	CO	Grade 12
	<i>Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</i>	MN	Text added to standard W.11-12.5
Research to Build & Present Knowledge	Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>Apply Grade 11 Reading standards to literature (e.g., “Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). Apply Grade 11 Reading standards to literary nonfiction (e.g., Analyze seminal United States documents of historical and literary significance [e.g., Roosevelt’s “Four Freedoms speech,” King’s “Letter from a Birmingham Jail”], including how they address related themes and concepts.)</i>	AL	Text of standard W.11-12.9 modified for Grade 11.
	Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>Apply Grade 12 Reading standards to literature (e.g., “Demonstrate knowledge of foundational works of European literature with a concentration in</i>	AL	Text of standard W.11-12.9 modified for Grade 12.

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Cluster	Standard	State	Comment
	Grade 11–12		
	<i>British literature, including how two or more texts from the same period treat similar themes or topics).</i>		
	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 <i>including footnotes and endnotes.</i>	CA	Text added to standard W.11-12.8
	<i>Evaluate and revise research questions for precision and clarity.</i>	CO	Grade 11
	<i>Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources.</i>	CO	Grade 11
	<i>Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).</i>	CO	Grade 11
	<i>Define and narrow a topic for self-designed research for a variety of purposes and audiences.</i>	CO	Grade 12
	<i>Critique research questions of self and others for bias and underlying assumptions.</i>	CO	Grade 12
	<i>Critique and defend sources and information based on credibility, relevance and appropriateness relative to context and purpose.</i>	CO	Grade 12
	<i>Design and defend a set of diverse research strategies (e.g. cross referencing bibliographies, creating annotated bibliographies, researching source credentials) to identify information appropriate to the needs of a research question, hypothesis, or thesis statement.</i>	CO	Grade 12
	<i>Critique and defend evidence relative to its use to address a particular context and purpose.</i>	CO	Grade 12
	<i>Determine and use the appropriate style guide to govern format and documentation of quotations, paraphrases, and other information from a range of research sources.</i>	CO	Grade 12
	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. <i>Explore topics dealing with different cultures and world viewpoints.</i>	NY	Appended to standard W.11-12.7
	Write routinely over extended time frames (time for research, reflection,	MN	Appended to standard W.11-

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Cluster	Standard	State	Comment
Grade 11–12			
	and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <i>Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</i>		12.10
Responding to Literature	<i>Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work.</i> <i>Engage in using a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural connections and insights.</i> <i>Identify, analyze, and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning.</i> <i>Develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts.</i> <i>Create poetry, stories, plays, and other literary forms (e.g. videos, art work).</i>	NY	New cluster and standard
Speaking and Listening Standards			
Comprehension and Collaboration	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. <i>Critique the accuracy, relevance, and organization of evidence of a presentation.</i> <i>Evaluate effectiveness of oral delivery techniques.</i> <i>Listen critically to evaluate the overall effectiveness of the presentation.</i> <i>Analyze the resources cited for validity.</i>	CO	Grade 11; Appended to standard SL.11-12.1
	<i>Implement an effective group effort that achieves a goal.</i>	CO	Grade 12
	<i>Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities.</i>	CO	Grade 12
	<i>Assume a leadership role in a group that is collaboratively working to accomplish a goal.</i>	CO	Grade 12
	<i>Self-evaluate roles in the preparation and completion of the group goal.</i>	CO	Grade 12
	<i>Critique and offer suggestions for improving presentations given by own group and other groups.</i>	CO	Grade 12
	Evaluate a speaker’s point of view, reasoning, <i>intended audience</i> , and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	MN	Text added to standard SL.11-12.3
	Initiate and participate effectively in a range of collaborative discussions	NY	Appended to

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Cluster	Standard	State	Comment
Grade 11–12			
	(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. <i>Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</i>		standard SL.11-12.1
Presentation of Knowledge & Ideas	Present information, findings, and supporting evidence (<i>e.g., reflective, historical investigation, response to literature presentations</i>), conveying a clear and distinct perspective <i>and a logical argument</i> , 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 of formal and informal tasks. <i>Use appropriate eye contact, adequate volume, and clear pronunciation.</i> <i>Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.)</i> <i>Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade.)</i>	CA	Text added to and appended to standard SL.11-12.4
	<i>Give informal talks using an appropriate level of formality of verbal language and nonverbal interaction with audience.</i>	CO	Grade 11
	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 of formal and informal tasks. <i>Deliver formal oral presentations for intended purpose and audience, using effective verbal and nonverbal communication.</i> <i>Analyze audience responses to evaluate how effectively the talk or presentation met the purpose.</i>	CO	Grade 11; Appended to standard SL.11-12.4
	<i>Deliver oral talks with clear enunciation, vocabulary, and appropriate organization;</i>	CO	Grade 11

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Cluster	Standard	State	Comment
Grade 11–12			
	<i>nonverbal gestures; and tone .</i>		
	<i>Identify, explain, and use content-specific vocabulary, terminology, dialect, or jargon unique to particular groups, perspectives, or contexts (such as social, professional, political, cultural, historical or geographical).</i>	CO	Grade 11
	<i>Identify a central idea or thesis, organize ideas, and develop a speech for an intended purpose and audience.</i>	CO	Grade 12
	<i>Choose specific words and word order for intended effect and meaning.</i>	CO	Grade 12
	<i>Select appropriate technical or specialized language.</i>	CO	Grade 12
	<i>Prepare and conduct interviews.</i>	IA	
	<i>Participate in public performances.</i>	IA	
	<i>Debate an issue from either side</i>	IA	
	<i>While respecting intellectual property, 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 of formal and informal tasks (e.g., persuasion, argumentation, debate).</i>	MN	Text added to standard SL.11-12.4
	<i>Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate.</i> <i>Apply assessment criteria to evaluate oral presentations by self and others.</i>	MN	Text added to and appended to standard SL.11-12.6
<i>Media Literacy</i>	<i>Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.</i> <i>Evaluate the aural, visual, and written images and other special effects used in mass media for their ability to inform, persuade, and entertain.</i> <i>Examine the intersections and conflicts between visual (e.g., media images, painting, film, graphic arts) and verbal messages.</i> <i>Recognize how visual techniques or design elements (e.g., special effects, camera angles) carry or influence messages in various media.</i> <i>Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices.</i>	MN	New cluster and standard
	<i>As an individual or in collaboration, create a multimedia work, a remix of original work and the work of others, or a piece of digital communication for a specific purpose (e.g., to connect literature to a culture or a literary period, to recast a piece of literature</i>	MN	New cluster and standard

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Cluster	Standard	State	Comment
Grade 11–12			
	<p><i>into a different time period or culture, to critique popular culture, to create a parody or satire).</i></p> <p><i>Present, transform, or remix content in an ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, and the different types of Creative Commons licenses.</i></p> <p><i>Publish the work and share with an audience.</i></p>		
Language Standards			
Conventions of Standard English	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>Use a variety of phrases (absolute, appositive) accurately and purposefully to improve writing.</i></p> <p><i>Use idioms correctly, particularly prepositions that follow verbs.</i></p> <p><i>Ensure that a verb agrees with its subject in complex constructions (such as inverted subject/verb order, indefinite pronoun as subject, intervening phrases or clauses).</i></p> <p><i>Use a style guide to follow the conventions of Modern Language Association (MLA) or American Psychological Association (APA) format.</i></p> <p><i>Use resources (print and electronic) and feedback to edit and enhance writing for purpose and audience.</i></p>	CO	Grade 11; Appended to standard L.11-12.1
	<p><i>Follow the conventions of standard English to write varied, strong, correct, complete sentences.</i></p>	CO	Grade 12
	<p><i>Deliberately manipulate the conventions of standard English for stylistic effect appropriate to the needs of a particular audience and purpose.</i></p>	CO	Grade 12
Knowledge of Language	<p><i>Seek and use an appropriate style guide to govern conventions for a particular audience and purpose.</i></p>	CO	Grade 12
Vocabulary Acquisition and Use	<p>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.</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p><i>Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.</i></p> <p>Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a</p>	CA	Text added to and appended to standard L.11-12.4

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Cluster	Standard	State	Comment
Grade 11–12			
	word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.		

Cluster	Standard	State	Comment
Grades 11–12 Literacy Standards			
Reading Standards for History/Social Studies			
Key Ideas and Details	Cite specific textual <i>visual or physical</i> evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	MN	Text added to standard RH.11-12.1
Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses, <i>reinforces</i> , and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	MN	Text added to standard RH.11-12.4
	Analyze in detail how a complex primary <i>or secondary</i> source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	MN	Text added to standard RH.11-12.5
Integration of Knowledge and Ideas	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, <i>spatially, aurally, physically</i> as well as in words) in order to address a question or solve a problem.	MN	Text added to standard RH.11-12.7
Reading Standards for Science and Technical Subjects			
Key Ideas and Details	Follow precisely a complex multistep procedure when carrying out experiments, <i>designing solutions</i> , taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	MN	Text added to standard RST.11-12.3
Craft and Structure	Determine the meaning of symbols, <i>equations, graphical representations, tabular representations</i> , key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	MN	Text added to standard RST.11-12.4
	Analyze the author’s purpose in <i>describing phenomena</i> , providing an explanation, describing a procedure, or discussing/ <i>reporting</i> an experiment in a text, identifying important issues <i>and questions</i> that remain unresolved.	MN	Text added to standard RST.11-12.6

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Cluster	Standard	State	Comment
Grades 11–12 Literacy Standards			
Writing Standards for History/Social Studies, Science, and Technical Subjects			
Text Types and Purposes	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and <i>credible</i> evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.	MN	Text added to standard WHST.11-12.1.b
	Write informative/ explanatory texts, <i>as they apply to each discipline and reporting format</i> , including the narration of historical events, of scientific procedures/experiments, or <i>description of</i> technical processes. Develop the topic thoroughly by selecting the most significant, <i>credible, sufficient</i> , and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. <i>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</i>	MN	Text added to and appended to standard WHST.11-12.2
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>Produce clear and coherent functional writing (e.g., formal letters, envelopes, technical directions, experiments, labels, timelines, graphs/ tables, procedures, charts, maps, captions, diagram, sidebar, flow chart) in which the development, organization and style are appropriate to task, purpose, and audience.</i>	AZ	Appended to standard WHST.11-12.4
Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to <i>discipline</i> , task, purpose, and audience.	MN	Text added to standard WHST.11-12.4
	<i>Use a writing process to develop and strengthen</i> writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience, <i>and appropriate to the discipline.</i>	MN	Text added to standard WHST.11-12.5
	Use technology, <i>including, but not limited to</i> , the Internet, to produce, publish, and update individual or shared writing products <i>and multi-media texts</i> in response to ongoing feedback, including new arguments or information.	MN	Text added to standard WHST.11-12.6
Research to Build & Present Knowledge	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 <i>ideas from</i> multiple	MN	Text added to standard WHST.11-12.7

Note: Content added by states to the CCSS shown in *italic* font.

State Adoption of the Common Core State Standards: the 15 Percent Rule

Cluster	Standard	State	Comment
Grades 11–12 Literacy Standards			
	sources on the subject, demonstrating understanding of the subject under investigation.		
	Gather relevant information from multiple authoritative <i>data</i> , print, <i>physical</i> (e.g., <i>artifacts, objects, images</i>), and digital sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.	MN	Text added to standard WHST.11-12.8
	Draw evidence from <i>literary or</i> informational texts to support analysis, reflection, and research.	MN	Text added to standard WHST.11-12.9

Note: Content added by states to the CCSS shown in *italic* font.