



VERTICAL PROGRESSION GUIDE FOR THE COMMON CORE

English Language Arts (ELA) K–12

*Reading, Writing, Speaking and Listening,
and Language Standards*

Reading Standards for Literacy in History/Social Studies 6–12

Reading Standards for Literacy in Science and Technical Subjects 6–12

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

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Understanding and Using the Vertical Progression Guide for ELA

In this guide, all grade-level standards for the Common Core English Language Arts (ELA) Standards are placed on steps that build up from the CCSS College and Career Readiness (CCR) Anchor Standards for: Reading Foundational Skills, Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language. Staircases for Reading and Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects are included as well.

A CCR Anchor Standard is positioned at the bottom of each staircase. Each staircase represents the level of a student's body of knowledge and skills that should grow over time.

Interpretation Key

Each grade-level standard derives from one of the CCR Anchor Standards as the foundation of learning. Grade-level standards complement these CCR Anchor Standards and provide greater detail. Read/climb the steps vertically, from the CCR Anchor Standard at the bottom up through grade 12 at the top. To start a new staircase, look for the green box that says "Start Here." Each standard is identified by:

1. Strand: You will find the strand name and code at the bottom of each page where a new staircase begins.

Reading Foundational Skills (**RF**)
Reading Literature (**RL**)
Reading Informational Text (**RI**)
Writing (**W**)
Speaking and Listening (**SL**)
Language (**L**)

Reading for Literacy in History/Social Studies (**RH**)
Reading for Literacy in Science and Technical Subjects (**RST**)
Writing for Literacy in History/Social Studies, Science, and Technical Subjects (**WHST**)

2. Grade: The grade level is identified in the first column. When applicable, up to four grades can be on each step. The initial grade-level Standard is in regular text. The Standard for the grade above it has [brackets]. The Standard for two grades above the initial grade is in blue text.

Example: 6, [7], 8: Determine [two or more] central ideas of a text [and analyze their development over the course of the text] and how it is conveyed through particular details, including its relationship to supporting ideas; provide [an objective] summary of the text distinct from personal opinions or judgments.

Battelle for Kids hopes you find this guide useful in the classroom in supporting students as they rise to college and career readiness!

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11–12	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
9–10	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
7, [8]	Analyze the interactions [and how the text makes connections among and distinctions] between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events) [e.g., through comparisons, analogies, or categories].
6	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
4, [5]	Explain [the relationship or interactions between two or more individuals,] events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
2, [3]	Describe the [relationship and] connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text [using language that pertains to time, sequence, and cause/effect].
K, [1]	With[out] prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Grade Standard	CCR Anchor Standard 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
Key Ideas and Details Standard 3	

11–12	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
9–10	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details, provide an objective summary of the text.
6, [7], 8	Determine [two or more] central ideas of a text [and analyze their development over the course of the text] and how it is conveyed through particular details, including its relationship to supporting ideas ; provide [an objective] summary of the text distinct from personal opinions or judgments.
3, [4], 5	Determine two or more main ideas of a text; recount the key details and explain how they support the main idea; [summarize the text].
K, [1], 2	With [out] prompting and support, identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text and retell key details of a text.
Grade Standard	CCR Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Key Ideas and Details Standard 2	

9–10, [11–12]	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].
6, [7], 8	Cite [several pieces of] textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text.
4, [5]	[Quote accurately and] refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
1, [2], 3	Ask and answer questions [such as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding] about key details in a text, referring explicitly to the text as the basis for the answers .
K	With prompting and support, ask and answer questions about key details in a text.
Grade Standard	CCR Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Key Ideas and Details Standard 1	

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Reading Standards for Informational Text K–12 (RI)

Note: The grade level is identified in the first column. When applicable, up to four grades can be on each step. The initial grade-level standard is in regular text. The standard for the grade above it has [brackets]. The standard for two grades above the initial grade is in blue text.

<p>9–10, [11–12]</p>	<p>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.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions [and that each new element builds on that which precedes it to a unified whole]; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic [thoroughly] with well-chosen, relevant, and sufficient facts [by selecting the most significant and relevant facts], extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary [and techniques such as metaphor, simile, and analogy] to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<p>6, [7], 8</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic [clearly, previewing what is to follow]; organize ideas, concepts, and information; using strategies such as definition, classification, comparison/contrast, and cause/effect; into broader categories include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definition, concrete details, quotations, or other information and examples. Use appropriate and varied transition to [create cohesion] and clarify relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from [and supports the] information or explanation presented.
<p>3, [4], 5</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic [clearly] and provide a general observation and focus, and group related information together logically; [in paragraphs and sections, include formatting (e.g., headings)]; include illustrations when useful to aiding comprehension, [and multimedia when useful to aiding comprehension]. Develop the topic with facts, definitions, and [concrete] details, [quotations, or other information and examples related to the topic]. Using linking words [Link ideas] and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within [and across] categories of information [using words and phrases (e.g., <i>another, for example, also, because</i>)] and clauses (e.g., in contrast, especially). Provide a concluding statement or section [related to the information or explanation presented].
<p>1, [2]</p>	<p>Write informative/explanatory texts in which they name [introduce] a topic, supply some facts [use facts and definitions to develop points] about the topic, and provide some sense of closure [a concluding statement or section].</p>
<p>K</p>	<p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>
<p>Grade Standard</p>	<p>CCR Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p>Text Types and Purposes Standard 2</p>	

<p>9–10, [11–12]</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise [knowledgeable] claim(s), [establish the significance of the claims], distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence, [and that logically sequences claim(s), counterclaims, reasons and evidence]. Develop claim(s) and counterclaims fairly [and thoroughly], supplying [the most relevant] evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns, [values and possible biases]. Use words, phrases, and clauses [as well as varied syntax] to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.
<p>6, [7], 8</p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s) [acknowledge alternate or opposing claims], and organize the reasons and evidence clearly [logically]. Support claim(s) with clear [logical] reasons and relevant evidence, using [accurate], credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to [create cohesion and] clarify the relationships among claim(s), counterclaims, and reasons [and evidence]. Establish and maintain a formal style. Provide a concluding statement or section that follows from [and supports] the argument presented.
<p>3, [4], 5</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons [and information].</p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons, [and in which related ideas are logically grouped to support the writer’s purpose]. Provide logically ordered reasons that are supported by opinion [facts and details]. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. [Link opinions and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>), and clauses (e.g., <i>consequently, specifically</i>). Provide a concluding statement or section [related to the opinion presented].
<p>2</p>	<p>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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>
<p>1</p>	<p>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.</p>
<p>K</p>	<p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>
<p>Grade Standard</p>	<p>CCR Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>

Text Types and Purposes Standard 1

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Writing Standards K–12 (W)