

Massachusetts Standards Added to the Common Core State
Standards
for Reading, Writing, and Language

Draft for Board of Elementary and Secondary Education
Discussion

December 2010

Massachusetts Additions to the Reading Standards for Literature

Pre-k-12 Anchor Standard

8a. Analyze the meaning of literary texts by drawing on knowledge of literary concepts and genres.

Pre-kindergarten

1. With prompting and support, ask and answer questions about a story or poems read aloud.
2. With prompting and support, retell a sequence of events from a story read aloud.
3. With prompting and support, act out characters and events from a story or poem read aloud.
4. With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.
5. (Begins in kindergarten or when the individual child is ready)
6. With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted or by telling how a sequence of events unfolds.*
7. With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.
8. (Not applicable to literature)
- 8a. Respond to a regular beat in poetry and song by movement or clapping.
9. With prompting and support, make connections between a story or poems and one’s own experiences.
10. Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.

Kindergarten

8a. Identify and respond to characteristics of traditional poetry for children: rhyme, regular beats, and repetition of sounds, words, and phrases.

Grade 1

8a. Identify characteristics commonly shared by folktales and fairy tales.

Grade 2

8a. Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.

Grade 3

8a. Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia).

Massachusetts Additions to the Reading Standards for Literature

Grade 4

8a. Locate and analyze examples of similes and metaphors in stories, poems, folktales, and plays and explain how these literary devices enrich the text.

Grade 5

8a. Locate and analyze examples of foreshadowing in stories, poems, folktales, and plays.

Grade 6

8a. Identify the conventions of legends and epics (e.g., the hero, quest, journey, seemingly impossible tasks) in historical and modern literary works.

Grade 7

8a. Interpret a literary work by analyzing how the author uses literary elements (e.g., mood, tone, point of view, personification, symbols).

Grade 8

8a. Identify and analyze the characteristics of irony and parody in literary works.

Grades 9-10

8a. Relate a work of fiction, poetry, or drama to the seminal ideas of its time.

Grades 11-12

8a. Analyze a work of fiction, poetry, or drama using a variety of critical lenses (e.g., formal, psychological, historical, sociological, or feminist).

Massachusetts Additions to the Reading Standards for Informational Text

Pre-kindergarten

1. With prompting and support, ask and answer questions about an informational text read aloud.

2. With prompting and support, recall important facts from an informational text after hearing it read aloud.

3. With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant's gait differs from a bunny's hop).

4. With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud.

5. (Begins in kindergarten or when the individual child is ready)

6. With prompting and support, "read" illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).*

7. With prompting and support, describe important details from an illustration or photograph.

8. (Begins in kindergarten or when the individual child is ready)
9. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.
- 10 Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud.

Massachusetts Additions to the Reading Standards: Foundational Skills

Pre-kindergarten

Print Concepts

1. With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.
 - a. Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.
 - b. (Begins in kindergarten or when the individual child is ready)
 - c. (Begins in kindergarten or when the individual child is ready)
 - d. Recognize and name some upper-case letters of the alphabet and the lowercase letters in one's own name.

Phonological Awareness

2. With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. With guidance and support recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).
 - b. With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.
 - c. Identify the initial sound of a spoken word and, with guidance and support, generate a several other words that have the same initial sound.
 - d. (Begins in kindergarten or when the individual child is ready)
(Begins in kindergarten or when the individual child is ready)

Phonics and Word Recognition

3. Demonstrate beginning understanding of phonics and word analysis skills.
 - a. Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written "B").
 - b. (Begins in kindergarten or when the individual child is ready)
 - c. Recognize one's own name and familiar common signs and labels (e.g., STOP).
 - d. (Begins in kindergarten or when the individual child is ready)

Massachusetts additions to the Writing Standards

Pre-k-12 Anchor Standard

- 3a. Write fiction, personal reflections, poetry, and scripts that demonstrate awareness of literary concepts and genres.

Massachusetts additions to the Writing Standards

Pre-kindergarten

1. Dictate words to express a preference or opinion about a topic (e.g., “ I would like to go to the fire station to see the truck and meet the firemen.”).
2. Use a combination of dictating and drawing to explain information about a topic.
3. Use a combination of dictating and drawing to tell a real or imagined story.
- 3a. (Begins in kindergarten)
4. (Begins in grade 3)
5. (Begins in kindergarten or when an individual student is ready)
6. Recognize that digital tools (e.g., computers, cell phones, cameras, or other devices) are used for communication and, with support and guidance, use them to convey messages in pictures and/or words.
7. (Begins in kindergarten or when an individual student is ready)
8. (Begins in kindergarten or when an individual student is ready)
9. (Begins in grade 4)
10. (Begins in grade 3)

Kindergarten

- 3a. With prompting and support, write or dictate poems with rhyme and repetition

Grade 1

- 3a. Write poems with rhyme and repetition.

Grade 2

- 3a. Write stories or poems with dialogue.

Grade 3

- 3a. Write poems, descriptions, and stories in which figurative language and the sounds of words (e.g. alliteration, onomatopoeia, rhyme) are key elements.

Grade 4

- 3a. Write stories, poems, and scripts that use foreshadowing, similes, and/or metaphors.

Grade 5

- 3a. Write stories, poems, and scripts that draw on characteristics of tall tales or myths or modern genres such as mysteries, fantasies, and historical fiction.

Grade 6

- 3a. 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).*

Grade 7

- 3a. Write short narratives, poems, scripts, or personal reflections that demonstrate understanding of the literary concepts of mood, tone, point of view, personification, or symbolism.

Grade 8

3a. Write short narratives, poems, scripts, or personal reflections that demonstrate understanding of the concepts of irony or parody.*

Grades 9–10

3a. 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, or a minor character).*

Grades 11–12 students:

3a. 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).*

Massachusetts Additions to the Language Standards

Pre-kindergarten

Conventions of Standard English

1. Demonstrate use of oral language in informal every day activities.

- a. (Begins in kindergarten)
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns.
- d. Understand and use question words (e.g., *who, what, where, when, why, how*).
- e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- f. Demonstrate the ability to speak in complete sentences.
- g. Use vocabulary in the Massachusetts Mathematics Curriculum Framework Pre-kindergarten standards to express concepts related to *length, area, weight, capacity, and volume*.

2. (Begins in kindergarten)

Knowledge of Language

3. (Begins in grade 2)

Vocabulary Acquisition and Use

4. Ask and answer questions about the meaning of new words and phrases introduced through books, activities, and play.

- a. With guidance and support, generate words that are similar in meaning (e.g., *happy/glad, angry/mad*).

5. (Begins in kindergarten)

6. With guidance and support from adults, explore word relationships and nuances of word meanings.

- a. Demonstrate understanding of concepts by sorting common object into categories (e.g., sort objects by color, shape, or texture).
- b. (Begins in kindergarten)
- c. Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).

7. (Begins in kindergarten)

8. Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.

Grade 2 students:

1.g 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, AM, PM).

Grade 4 students:

1.h Write legibly by hand, using either printing or cursive handwriting. For the use of computer technology, see writing standard 6.