

Anchor Standards ↓	Grade ____		Grade ____		Grade ____	
<b>Reading</b>						
<b>Key Ideas and Details</b>	Key Words/Concepts:	What this will look like:	Key Words/Concepts:	What this will look like:	Key Words/Concepts:	What this will look like:
<b>Craft and Structure</b>						
<b>Integration of Knowledge and Ideas</b>						
<b>Range of Reading and Level of Text Complexity</b>						
<b>Writing</b>						
<b>Text Types and Purposes</b>	Key Words/Concepts:	What this will look like:	Key Words/Concepts:	What this will look like:	Key Words/Concepts:	What this will look like:
<b>Production and Distribution of Writing</b>						
<b>Research to Build and Present Knowledge</b>						
<b>Range of Writing</b>						

Figure 6.1: Grade-level distinctions planning template. From *Supporting Students in a Time of Core Standards: English Language Arts, Grades 3-5* by Jeff Williams, with Elizabeth C. Homan and Sarah Swofford. ©2011 National Council of Teachers of English.

(Continued below)

<b>Speaking &amp; Listening</b>						
<b>Compre- hension and Collaboration</b>	Key Words/Concepts:	What this will look like:	Key Words/Concepts:	What this will look like:	Key Words/Concepts:	What this will look like:
<b>Presentation of Knowledge and Ideas</b>						
<b>Language</b>						
<b>Conventions of Standard English</b>	Key Words/Concepts:	What this will look like:	Key Words/Concepts:	What this will look like:	Key Words/Concepts:	What this will look like:
<b>Knowledge of Language</b>						
<b>Vocabulary Acquisition and Use</b>						

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