Alliance for Public Waldorf Education

Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Part II

Common Core Standards Placement Tables

For Use in Determining the Grade Level Placements
Of the Common Core Standards
In a Waldorf-Inspired Public School

Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes of the Alliance Review Process

Each Grade Level document includes:

- **A Waldorf Curriculum Summary for the Grade**
- **Common Core Standards Tables for English Language Arts**
- **Common Core Standards Tables for Mathematics**

Designed to be a Working Document for School and Teacher Use

Introductory Notes

The Tables in Part II include: All of the Common Core Standards for each grade level, K-8, (as designated in the Common Core Standards), as well as areas for identifying decisions made about the appropriate placement of the Common Core Standards in a Waldorf-Inspired program.

The placements currently identified in the Tables (in columns two and three) reflect the outcomes of the Alliance review process. They should be understood to be recommendations, and advisory. Schools and teachers are encourage to consider them and to make their own decisions in light of their understanding of Waldorf education and the particular needs of their students and school community.

Note: A "Y" in column two indicates a "Yes", signifying that the standard is typically achieved by Waldorf students at that grade level. The third column indicates a specific, alternative grade level placement for a Common Core Standard, chosen as more appropriate for a Waldorf-Inspired Public School program.

The Alliance Recommendations (in Part III) gather together and re-organize the standards to reflect the results of the Alliance review process. The Recommendations place all of the Common Core standards at the grade levels indicated in the placement tables in Part II (reflecting the decisions recorded in both columns two and three).

It is to be noted that all of the Common Core Standards, K-8, in ELA/Literacy and Mathematics, will be achieved by Waldorf students by the end of the eighth grade.

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Kindergarten

Common Core Standards Placement Tables

Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process

Each Grade Level document includes:

- **A Waldorf Curriculum Summary for the Grade**
- **Common Core Standards Tables for English Language Arts**
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Waldorf-Inspired Public School

Kindergarten Program and Curriculum

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf Education and the San Francisco Waldorf School.)

The Waldorf-Inspired Public School Kindergarten offers a joyful, nurturing setting that inspires the imagination through creative play, storytelling, puppetry, music, movement, and art. Emphasis is placed on the healthy development of the physical body through practical activities that include handwork, crafts, baking, cooking, gardening, sweeping, digging, nature walks, and plenty of time outdoors. Responsibility for self and others is encouraged through attention to sharing, caring, and taking care of our Kindergarten classroom and play yard. The rich foundations of written language and literacy are established with an emphasis on the oral traditions of storytelling, puppetry, and song. The foundations of mathematics are nurtured through rhythmic movement, music and the practical activities of cooking, sewing, gardening, and carpentry. Attention to, and care of, the natural world and its beauty lay a healthy foundation for more precise scientific explorations in the later years.

Waldorf-inspired schools recognize that the young child learns primarily through imitation and example. Great care is taken to provide an environment that brings nurturing guidance and cooperation into the child's world of imagination and fantasy. The week is rhythmically structured to include storytelling and puppetry, creative work and play, singing and creative movement, games and finger plays, crafts, art activities, and fairy tales.

Since the young child's response to the environment is imitation with openness and trust, the teacher's goal is to become a worthy role model in gesture, mood and speech. The teacher strives to create an environment, both inside and out, that is beautiful, orderly and calm, yet also stimulating. Natural materials and open-ended toys are selected to nourish the senses and support the children in developing their imagination, creativity, focus, flexibility, and their motivation to engage with the world and others.

The curriculum is play-based and nature-oriented in keeping with the awakening capacities of the young child below the age of seven. The curriculum includes indoor and outdoor free-play periods in which the children imaginatively and creatively self-direct their play. The play times are interspersed with circle time (language arts, movement, and music), artistic activities (which vary daily and include painting, drawing, and beeswax modeling), snack time and story time.

The Blessing of Time in the Waldorf-Inspired Kindergarten

In the initial Kindergarten year, if a two-year program is available, children are introduced to the rhythms and routines of the Waldorf-Inspired Kindergarten. With time, they learn to move through the transitions of the day with ease. They are introduced to a thoughtfully planned, rich array of

activities. These, along with ample time for play, facilitate the development of age-appropriate physical, cognitive, emotional and social skills. During the second year, if available, the rhythms of Kindergarten already live deeply in the children. They are free to refine the qualities they began to develop in the first year. They are inspired by their new role as Kindergarten "veterans" to reach a higher level of mastery in all they do, demonstrate a greater degree of self-control, and provide assistance to others. By the end of this year, the children are well prepared to make the transition to first grade.

An Overview of the Waldorf Kindergarten

The Waldorf Kindergarten is typically a play-based, half day, one or two-year program. In the Kindergarten, the teachers gently lead the child across the bridge from home to school, laying a strong, healthy foundation for the academic program that begins in First Grade.

In a homelike environment, the Kindergarten program is rich in singing, seasonal activities, painting, puppetry and storytelling. Waldorf teachers believe it is profoundly important that the child have time to develop body, imagination and will in a secure setting. Free play with simple natural toys draws out the imagination.

Because the Kindergarten child lives so deeply in the environment around him and imitates all he sees, the teacher strives to create an environment that mirrors back to the child the Good and the Beautiful. The teacher cultivates a reverence for nature and for caring relationships and good habits, laying a solid foundation for lifelong learning, personal development, fruitful relationships with others and engagement with the world.

The Kindergarten program is based upon the simple, yet profound concepts of imitation, repetition, and creative play. Due to its unique two-year format, if available, the Waldorf-methods Kindergarten is appropriate for a mixed age group of children from early five year olds to the pre-First Grade six year olds. The Kindergarten child will gradually become accustomed to working within a group, listening to stories, interacting with the teacher, and following a daily routine, while at the same time being aided in his or her development as an individual through the encouragement of creative play, healthy movement indoors and out, practical life skills, and many artistic opportunities.

Here are some of the core activities of the Waldorf-methods Kindergarten and the significance of each in relations to the student's ongoing development:

Circle Time
Early in the Kindergarten day, the class is brought together to recite verses, sing songs, and play developmental games with the teacher. These are often connected with the season, a particular fairy tale, or are just part of the general lore of childhood. The children develop gross and fine motor skills during circle time where the story, or seasonal theme, will be worked into an imaginative, movement-based story, poem or song. Here the children move together, listening, reciting, keeping sequences, learning body geography, integrating reflexes and developing spatial awareness.

Repeating and remembering verses and songs with movement establishes a strong multi-sensory foundation for the more intense memory work to come in the grades. In circle, teachers establish the foundations of an oral approach to teaching reading and literacy, and integrate those language-based activities with coordinated opportunities for healthy movement, spatial and body awareness, and social interaction.

Artistic Activities, Handwork, and Crafts

Wet-on-wet watercolor painting, beeswax modeling, crayon drawing, as well as forms of handwork such as finger knitting, braiding, sewing, and wood working, are done as a group activity, although each child is absorbed in his or her own work. *These activities encourage the child's natural sense of beauty, color, and form, as well as laying the groundwork for the artistic techniques that will be required for all the subjects to come in the Waldorf grades curriculum. They also aid significantly in the development of fine motor skills, sequencing, and spatial awareness.* Confidence is increased as they master these skills. As their confidence and self-control develop, the children also participate in simple woodworking, beading, candle dipping, weaving and other crafts.

Free Play

Free play is a self-directed activity. A child's self-directed play develops imagination, creativity, large and fine motor development, problem solving, social skills and verbal skills. Younger children participate in all of these activities as their stage of maturity allows. Some teacher guidance may be necessary in the early stages of "figuring out" how to play, share, take turns and other socializing skills. Cooperation becomes an honored skill. A wide variety of adaptable materials and spaces are available for the child's free play choices. Students can choose to play both individually and in freely-formed and fluid play groups. In addition, during both indoor and outdoor free play times, adult-led small group activities are available including jump rope, gardening and a wide variety of crafts. The opportunity for free play plays a key and essential role in the curriculum as the child's nature changes from dreamy to focused and engaged over the span of their time in the Kindergarten, bringing them a sense of security, confidence and enthusiasm.

The ability to play creatively and use one's imagination in these early years becomes, over the course of grades one through eight, the ability to think creatively, imaginatively, actively, and effectively with increasing skill and conceptual precision, i.e.: solving complex problems in mathematics or drawing inferences accurately from scientific observations, or working together to solve a practical problem. Also, the extended focus on the task or play opportunity at hand, and the ability to create and follow an activity through to completion, are extremely important in later schooling and throughout life.

Practical Work

The children are involved in many aspects of the practical work involved in the smooth running of the Kindergarten. They set the table for snack, arrange the chairs in a circle on the rug for story time and move them back safely to the table for snack. They participate in food preparation and all take turns with the work of table cleaning, sweeping and dish washing. Outside, they help tend the garden and clean up play spaces.

When it is time to set up or clean, a child's observational powers and visual memory are developed. Organizational skills, sorting, staying on task and socially accomplishing a goal with others are all achieved. The younger child imitates the teacher and older children, developing habits of responsibility and a genuine feeling of self worth. The older child is given more individualized and challenging tasks. They are able to follow multiple step directions and see a complex job through from start to finish without an adult overseeing their work. They model willingness and flexibility and helping others for younger children.

Gardening

This is a foundational piece to science and an ecological education. The children develop a connection to the earth and the seasons as they observe all of the changes in the garden and the weather. The children can observe the changing life of the garden, and best of all they get to eat what they have planted. They help to prepare the ground, plant the seeds and guide the younger children in caring for the plants. They learn to know which plants are ready to harvest, and how to help prepare the food. They develop reverence for the earth and the plants while tending them and noting the recurring life cycle of the garden as a whole and its inhabitants. This is an imaginative foundation for botany and ecology--providing images of natural processes, humanity's role in supporting them, and their blessings over time.

Music

Music is woven throughout the day and is often used for transitioning from one activity to the next. In addition to singing, the teacher and children often use simple instruments, such as chimes, harps, and wooden flutes. *Music lays the experiential foundation for the in-depth music curriculum that follows in the grades and for future studies in the arts, mathematics, and the sciences (number, rhythm, pitch, the study of sound and the qualities of materials).*

Mathematics

*T*he daily Kindergarten routine introduces skills in mathematics in manifold ways, including counting and sorting, measuring, one to one correspondences in table setting etc., ordering from smallest to larger, finger plays, counting the children in the class, using number verses, sequential repetitive songs, jump rope verses, clapping games etc. The younger children are eager to participate in all of these activities as they imitate the involvement and skills of the older children.

Snack Time

Children help with all aspects of this shared mealtime, from preparing the food *(including natural whole grains, fresh vegetables and fruits, soups and homemade bread)*, and ironing napkins, to cleaning the dishes and tables. Baking and cooking activities, like kneading dough, and stirring the cake batter, serve to integrate reflexes and hand-eye coordination in the younger child. The children are asked to sit and wait with quiet, good manners while everyone is served. This is essential for impulse control, social skills, self-care skills, and fine motor control. They learn community building skills and to care for others.

Outdoor Play

Similar to indoor creative play, the group is taken outdoors often to experience the natural world in

all of its variety and its different seasons. *A child who has the experience of the yearly seasons can enter very deeply and comfortably into the later studies of plants and animals, the weather, geology, astronomy, and other natural sciences. Also, the opportunity for healthy movement offered in the outdoor setting is crucial to the healthy development of the young child.*

Story Time

The children are gathered together daily to hear the teacher tell a special story. The imaginative, vocabulary-rich story may be a fairy or folk tale from around the world, a nature tale, or a puppet show. Stories are repeated and worked with over an extended period of time so that the children may learn them well, and later act them out. Older children often assist in story time by playing the characters in the story or puppet show. The story will be acted out with feeling and the words will become even more alive in an appropriately modulated, expressive shared context. These scenarios often become the basis for creative play at other times in the Kindergarten day.

The children learn to listen, remember and understand language in the rich context of story. These skills are fundamental to reading comprehension. Self-expression is enhanced through a rich contextualized understanding of new vocabulary.

Celebrations and Festivals

In addition to the daily activities described above, there is an ongoing celebration of the seasons. The mood of the season permeates all that we do in the Kindergarten. Annual celebrations and festivals become highlights of the year, for the Kindergarten and entire school community.

The Waldorf Kindergarten and Academic Learning

Directed academic instruction and activities are not emphasized in the Waldorf-methods Kindergarten; the emphasis lies on the foundation skills and experiences described above.

One key goal of the kindergarten program is to lay a strong foundation for the formal academic curriculum of the grades. Many preliminary academic skills are practiced daily. This material is not presented through formal academic lessons, but rather is embedded in the activities and rhythms of each day. The kindergarten program also allows children to fully develop their creativity, imagination, and self-confidence in preparation for the higher levels of cognitive thinking developed in the later grades.

For example, music, games and finger play develop rhythm and counting skills. The hands-on activities of gardening, cooking, nature walks, seasonal activities, etc., introduce science, math and geography skills, and concepts and vocabulary developed through classroom activities and stories. Multicultural stories give the child an introduction to social studies**.**

Social development and cooperative learning are also emphasized in kindergarten. In particular, acquiring the skills of concentration, courtesy, social habits, classroom habits and spatial awareness are important goals providing a strong foundation for future learning and for life.

Each day follows a regular and reassuring pattern and rhythm. Within the rhythm of each week, the children engage in these activities following a regular pattern: painting, baking, sewing, drawing, and beeswax modeling. Story, song, seasonal activities and celebrations carry us through the cycle of the natural year.

Foundational Learning through the Waldorf-Inspired Kindergarten Curriculum

The curriculum establishes solid foundations for work in the Grades in the following areas—as natural parts of the Kindergarten's student activities:

- **Math:** The qualities of numbers; sorting and ordering; rhythm counting with movement and song; measuring in baking and cooking; woodworking
- **Language Arts:** fairy tales from around the world; singing; poetry recitation; with emphasis on the oral tradition; optionally, the upper case alphabet is introduced.
- **Science:** Cooking; baking; nature stories; nature walks; observations; gardening
- **History & Social Studies**: Multicultural stories; festivals; foods
- **Handwork:** Finger crocheting; sewing; cutting; pasting; drawing; seasonal crafts; woodworking (fine motor skills, foundation for concentration, speech and thinking)
- **Foreign Language:** Introduction to a foreign language, often Spanish, through songs and rhymes
- **Visual & Performing Arts:** Drawing; painting; beeswax modeling; drama; singing; percussion instruments; puppetry
- **Movement/Physical Education/Games:** Circle games; finger games; Eurythmy; jumping rope; climbing; outdoor imaginative play

Common Core Standards: Kindergarten
English Language Arts: *Reading Literature*

Common Core Standards, ELA Kindergarten: *Reading Literature*	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten Students:			
Key Ideas and Details			
RL 1. With prompting and support, ask and answer questions about key details in a text.		Gr. 1	"text" orally delivered in K
RL 2. With prompting and support, retell familiar stories, including key details.		Gr.1	Re-tell And/or re-enact in K
RL 3. With prompting and support, identify characters, settings, and major events in a story.		Gr. 1	In K, Demonstrated through re-enactment, play
Craft and Structure			
RL 4. Ask and answer questions about unknown words in a text. **(See grade K Language standards 4-6 for additional expectations.) (CA)**		Gr. 2	
RL 5. Recognize common types of texts (e.g., storybooks, poems**, fantasy, realistic text) (CA).**		Gr 3	
RL 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		Gr. 2	
Integration of Knowledge and Ideas			
RL 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts.)		Gr. 2	
RL 8. (Not applicable to literature)			
RL 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		Gr. 4	

Range of Reading and Level of Text Complexity			
RL 10. Actively engage in group reading activities with purpose and understanding.		Gr. 2	
RL 10a. Activate prior knowledge related to the information and events in texts. (CA)		Gr. 2	
RL 10b. Use illustrations and context to make predictions about text. (CA)		Gr. 2	

Common Core Standards, Kindergarten
English Language Arts: *Reading Informational Text*

Common Core Standards, ELA **Kindergarten: *Reading Informational Texts***	**Student Achievement** **In the Waldorf Curriculum**		
Student Achievement **In the Waldorf Curriculum**	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten students:			Informational texts appropriate initially at Grade 3
Key Ideas and Details			
RI 1. With prompting and support, ask and answer questions about key details in a text.		Gr. 3	
RI 2. With prompting and support, identify the main topic and retell key details of a text.		Gr.3	
RI 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		Gr. 3	
Craft and Structure			
RI 4. With prompting and support, ask and answer questions about unknown words in a text. **(See grade K Language standards 4-6 for additional expectations) (CA)**		Gr. 3	
RI 5. Identify the front cover, back cover, and title page of a book.		Gr. 2	
RI 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		Gr.3	
Integration of Knowledge and Ideas			
RI 7. With prompting and support, describe the relationships between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts.)		Gr. 3	
RI 8. With prompting and support, identify the reasons an author gives to support points in a text.		Gr. 4	

RI 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		GR. 4	
Range of Reading and Level of Text Complexity			
RI 10. Actively engage in group reading activities with purpose and understanding.		Gr. 3	
RI 10a. Activate prior knowledge related to the information and events in texts. (CA)		Gr. 3	
RI 10b. Use illustrations and context to make predictions about text. (CA)		Gr. 3	

Common Core Standards, Kindergarten
English Language Arts: *Reading Foundational Skills*

Common Core Standards, ELA Kindergarten: *Reading Foundational Skills*	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Kindergarten students:			
Print Concepts			
RFS 1. Demonstrate understanding of the organization and basic features of print.		Gr. 1	
RFS 1a. Follow words from left to right, top to bottom, and page by page.		Gr. 1	
RFS 1b. Recognize that spoken words are represented in written language by specific sequences of letters.		Gr. 1	
RFS 1c. Understand that words are separated by spaces in print.		Gr. 1	
RFS 1d. Recognize and name all upper- and lowercase letters of the alphabet.		Gr. 1	
Phonological Awareness			
RFS 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		Gr. 1	
RFS 2a. Recognize and produce rhyming words.		Gr. 1	
RFS 2b. Count, pronounce, blend, and segment syllables in spoken words.		Gr. 1	

RFS 2c. Blend and segment onsets and rhymes of single-syllable spoken words.		Gr. 1	
RFS 2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)		Gr. 1	
RFS 2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		Gr.1	
RFS 2f. Blend two or three phonemes into recognizable words. (CA)		Gr. 1	Throughout Grades 1 and 2
Phonics and Word Recognition			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words **(both in isolation and in text.) (CA)**		Gr. 2	
RFS 3a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.		Gr. 1	
RFS 3b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. **(Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the Grade 1 phonics standards.) (CA)**		Gr. 2	
RFS 3c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).		Gr. 2	
RFS 3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		Gr.2	
Fluency			
RFS 4. Read emergent-reader texts with purpose and understanding.		Gr 2	

Common Core Standards, Kindergarten
English Language Arts: *Writing*

Common Core Standards, ELA Kindergarten: *Writing*	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten students:			
Text Types and Purposes			
W 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…).		Gr. 3	
W 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		Gr. 2	
W 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		Gr. 2	
Production and Distribution of Writing			
W 4. (Begins in grade 3)*(Begins in Grade 2—CA)*			
W 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		Gr. 3	
W 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		Gr. 7	
Research to Build and Present Knowledge			
W 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and		Gr. 3	

express opinions about them).			
W 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Y		Sources provided orally or pictorially. Student response oral or pictorial or enacted (foundational to Writing)
W 9. (Begins in grade 4)			
Range of Writing			
W 10. (Begins in Grade 3) *(Begins in Grade 2—CA)*			

Common Core Standards, Kindergarten
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Kindergarten: *Speaking and Listening*	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten students:			
Comprehension and Collaboration			
SL 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Y		
SL 1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Y		
SL 1b. Continue a conversation through multiple exchanges.	Y		
SL 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Y		
SL 2 a. Understand and follow one- and two- step oral directions. (CA)	Y		
SL 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Y		
Presentation of Knowledge and Ideas			
SL 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Y		

SL 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Y		
SL 6. Speak audibly and express thoughts, feelings, and ideas clearly.	Y		

Common Core Standards, Kindergarten
English Language Arts: *Language*

Common Core Standards, ELA Kindergarten: *Language*	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten students:			
Conventions of Standard English			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		K—Oral only
L 1a. Print many upper- and lowercase letters.		Gr. 1	
L 1b. Use frequently occurring nouns and verbs.	Y		K—when speaking
L 1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Y		K—in speaking Gr. 2—in writing
L 1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Y		K—in speaking Gr. 2—in writing
L 1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Y		K—in speaking Gr. 1—in writing
L 1f. Produce and expand complete sentences in shared language activities.	Y		In conversation
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Gr. 2	Introduced in Grades 1 and 2, achieved increasingly

L 2a. Capitalize the first word in a sentence and the pronoun I.		Gr. 1	
L 2b. Recognize and name end punctuation.		Gr. 1	
L 2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).		Gr. 1	
L 2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		Gr. 1	
Knowledge of Language			
L 3. (Begins in Grade 2)			
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.		Gr. 2	
L 4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).		Gr. 2	
L 4b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.		Gr. 2	
L 5. With guidance and support from adults, explore word relationships and nuances in word meanings.		Gr. 1	Oral guidance and exploration
L 5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Y		

L 5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		Gr. 2	
L 5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).		Gr. 1	
L 5d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.		Gr. 1	
L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Y		Student responses to written text—Grade 1

Summary Notes and Comments

1. The Common Core standards placement in the first two columns of the tables indicates when students will have achieved the standard.

2. The notes and comments column indicates when instruction on the standard typically begins in the Waldorf curriculum.

3. In Kindergarten, re-enactment and play serve as indicators of story comprehension.

4. Many students demonstrate mastery of skills orally before they do so in writing.

5. **K W6:** Use of digital tools. Computers, digital tools, and online search engines are typically first introduced at Grade 7 in the Waldorf Curriculum.

6. In Kindergarten, the language standards are only addressed orally—through speaking and listening.

Common Core Standards: Mathematics ***Kindergarten***	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students in Kindergarten:			
Counting and Cardinality			
Know number names and the count sequence.			
CC 1. Count to 100 by ones and by tens.		Gr. 1	Begins in K
CC 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		Gr. 2	Begins in K
CC 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		Gr. 1	
Count to tell the number of objects.			
CC 4. Understand the relationship between numbers and quantities; connect counting to cardinality.	Y		
CC 4a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Y		
CC 4b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Y		
CC 4c. Understand that each successive number name refers to a quantity that is one larger.	Y		

CC 5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.		Gr. 1	
Compare numbers.			
CC 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.		Gr. 1	Begins in K
CC 7. Compare two numbers between 1 and 10 presented as written numerals.		Gr. 1	

Operations and Algebraic Thinking			
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
OAT 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.		Gr. 1	
OAT 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		Gr 1	From whole to parts
OAT 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).		Gr. 1	
OAT 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.		Gr. 1	
OAT 5. Fluently add and subtract within 5.		Gr. 1	

Number and Operations in Base Ten			
Work with numbers 11-19 to gain foundations for place value.			
NOBT 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.		Gr. 2	Begins in Gr. 1
Measurement and Data			
Describe and compare measurable attributes.			
MD 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.		Gr. 1	Experiential in K, Conceptual in 1.
MD 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.		Gr. 1	Experiential in K, Conceptual in 1.
Classify objects and count the number of objects in each category.			
MD 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.		Gr. 1	Begins in K
Geometry			
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).			
G 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below,		Gr.1	Number of shapes known expands

beside, in front of, behind, and next to.		Gr. 1	across grades Shapes identified and used to exemplify qualities of numbers
G 2. Correctly name shapes regardless of their orientations or overall size.		Gr. 1	Begins in K
G 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").		Gr. 2	Begins in K
Analyze, compare, create, and compose shapes.			
G 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).		Gr. 3	Begins in Gr.1
G 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.		Gr. 1	Begins in K with simple shapes
G 6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"		Gr. 4	Begins in Gr. 1, Experiential through form drawing, Grade 2

Summary Notes and Comments:

1. Numbers, counting, and shapes are implicit in the activities of the Waldorf Kindergarten, as described in the curriculum summary for this grade level that precedes these ELA and Math tables. These activities provide a rich experiential foundation for the explicit learning to come in the grades that follow.

2. The Common Core standards placement in the first two columns of the tables indicates when students will have achieved the standard.

3. The notes and comments column indicates when instruction on the standard typically begins in the Waldorf curriculum.

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Grade One

Common Core Standards Placement Tables

Grade by Grade, Kindergarten through Grade Eight,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process

Each Grade Level document includes:

- **A Waldorf Curriculum Summary for the Grade**
- **Common Core Standards Tables for English Language Arts**
- **Common Core Standards Tables for Mathematics**

Designed to be a Working Document for School and Teacher Use

Grade 1 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf Education and the San Francisco Waldorf School.)

First Grade is a bridge between kindergarten and the grades. The child is now ready to begin to work imaginatively in new, more focused and explicit ways with the mind. The first grade curriculum is designed to meet the children at their particular developmental level. First graders learn and live through imagination, feeling, and movement. Therefore, first grade academics foster and utilize these elements to support strong academics, cultivate a love of learning, and foster curiosity for the world around us.

An important task for the teacher is to create a rhythm for the child's school life as a foundation for the learning process. Towards this end the teacher designs a rhythm not only through the seasons and holidays, but also within each day and within each lesson of the day.

The year begins with the discovery that within all forms lie two basic elements: the straight and curved lines. The child finds these shapes in her/his own body, in the classroom and in the world beyond. The straight and curved lines are practiced through walking, drawing in the air and on a neighbor's back and, finally, on paper. These form drawings train motor skills, awaken the child's powers of observation, and provide a foundation for the introduction of the alphabet.

Fairy tales and stories from around the world form the basis of the First Grade **language arts** curriculum. The students begin their exploration of the alphabet through vivid stories and images. Through practice visualizing and reviewing stories, students build strong comprehension skills even before formal reading has emerged.

Through the stories the child is introduced to each letter of the alphabet. In this way the child experiences the development of language in a very concrete yet imaginative way. Images arise from these stories, such as a mountain that takes the form of the letter M. The class composes short descriptive sentences to accompany each picture. The wording is then copied from the teacher's model. Through these activities the child learns word and sentence structure without conscious effort, and has the joy of creating her/his own illustrated books for reading material. By associating abstract symbols with concrete images, students can better master the sound-to-symbol relationship. Through collaborative story writing, pictorial representations combining letters and story, exploration of word families and word patterns, and other literary explorations, students develop the skills and motivation to begin their journey as readers and writers.

In a similar imaginative way, within the **mathematics** curriculum the child first experiences the qualities of numbers before learning the four processes. What is the experience of "oneness"? “Wholeness”? What is there only one of in the world? (Me! You!). Stones, acorns and other

natural and familiar objects are used to introduce counting. They develop number sense experientially through movement and hand-on activities in may forms, including stepping and clapping and the rhythmic, choral speaking of numbers. Only after considerable practical experience in adding, subtracting, multiplying, and dividing are the written symbols for all four basic mathematical processes introduced. This approach leads to a deeper understanding of math concepts by engaging students creatively and imaginatively in their learning.

In **social studies**, the children learn to understand the rule-making processes in their classroom, school, and community. They learn how to be supportive, positive members of their community.

Science through gardening and nature study. Through weekly garden time and inquiry-based explorations of nature, students develop fundamental scientific skills of observation, curiosity, and reverence for the natural world.

Learning a **foreign language** is ideally suited to the imitative disposition of the young child, as s/he learns through hearing and speaking the language. These classes use language immersion, song, and movement to explore language in an exciting, expressive, and natural way.

The arts. Through frequent music, art, and handwork lessons and extensive integration of music and the visual arts throughout the curriculum, artistic development is emphasized as a key element of the student's imaginative interaction with the world and their personal growth.

The first grade enters the world of **music** through the pentatonic scale. In this scale all notes have a harmonious sound in any order they are played. The playing of the pentatonic flute develops finger coordination, concentration, and breath control. Songs are based on seasonal themes.

Painting in the first grade is intended to give the child an experience of working with color rather than attempting to create formed "pictures." The child's feelings for form are encouraged through beeswax modeling and crayon illustrations. In drawing, the child imitates the teacher's work, drawing whole shapes rather than filling in outlines.

Knitting is a fundamental first grade activity, as there exists a close relationship between finger movement, speech, and thinking. Some classes may choose to make scarves or knitted squares to be joined into a blanket.

Games and movement through circle and singing activities, jump rope, ball games, beanbags, rods, and the balance beam are an integral part of the curriculum as the child develops his/her motor integration and their confidence and joy in movement. There is a close connection between bodily movement, spatial integration, and brain development. Therefore, through daily Circle Time and regular Movement classes, students use music and movement to develop their bodies and minds.

Grade 1 Curriculum Components

- **Math:** Qualities of numbers; introduction of the four operations in arithmetic
- **Language Arts:** Form drawing; pictorial and phonetic introduction to letters; writing; fairy tales from around the world; singing; poetry recitation
- **Science:** Nature stories; nature walks; observations; gardening
- **History & Social Studies:** Multicultural stories and class and school community building
- **Handwork:** Knitting (fine motor skills, concentration, sense of form)
- **Foreign Language**: Introduction to a foreign language through songs, stories and rhymes, imitation and gesture
- **Visual & Performing Arts**: Form drawing; painting; beeswax modeling; crayon illustrations, drama; singing; pentatonic flute
- **Movement/Physical Education/Games**: Eurythmy; circle games; imaginative games; movement combined with music and singing; throwing and catching; rhythmic stepping, balancing

Common Core Standards, Grade 1
English Language Arts: *Reading Literature*

Common Core Standards ELA Grade 1: *Reading Literature*	**Student Achievement in the Waldorf Curriculum**		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students in Grade 1:			
Key Ideas and Details			
RL 1. Ask and answer questions about key details in a text.		Gr. 2	Begins at Gr. 1 with stories
RL 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Y		
RL 3. Describe characters, settings, and major events in a story, using key details.	Y		
Craft and Structure			
RL 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. ***(See grade 2 Language standards 4-6 for additional expectations.) (CA)***		Gr. 3	Begins in Gr. 2
RL 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		Gr. 3	
RL 6. Identify who is telling a story at various points in a text.		Gr. 3	
Integration of Knowledge and Ideas			
RL 7. Use illustrations and details in a story to describe its characters, setting, or events.		Gr, 2	Begins at Gr. 1
RL 8. (Not applicable to literature)			
RL 9. Compare and contrast the adventures and experiences of characters in stories.		Gr. 4	

Range of Reading and Level of Text Complexity			
RL 10. With prompting and support, read prose and poetry of appropriate complexity for Grade 1.	Y		Begins with class writing
RL 10a. Activate prior knowledge related to the information and events in a text. (CA)		Gr. 2	Begins at Gr. 1
RL 10b. Confirm predictions about what will happen next in a text. (CA)		Gr. 2	Begins at Gr. 1

Common Core Standards, Grade 1
English Language Arts: *Reading Informational Text*

Common Core Standards **Grade 1: ELA** ***Reading Informational Texts***	**Student Achievement in the Waldorf Curriculum**		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students in Grade 1:			See Note #2, Below.
Key Ideas and Details			
RI 1. Ask and answer questions about key details in a text.		Gr. 3	
RI 2. Identify the main topic and retell key details of a text.		Gr. 3	
RI 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.		Gr. 3	
Craft and Structure			
RI 4. Ask and answer questions to help determine or clarify the meaning of words or phrases in a text. ***(See grade 1 Language standards 4-6 for additional expectations) (CA)***		Gr. 3	
RI 5. Know and use various text **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. (**CA)**		Gr, 4	
RI 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		Gr. 3	
Integration of Knowledge and Ideas			
RI 7. Use the illustrations and details in a text to describe its key ideas.		Gr. 3	
RI 8. Identify the reasons an author gives to support points in a text.		Gr. 4	
RI 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		Gr. 3	

Range of Reading and Level of Text Complexity			
RI 10. With prompting and support, read informational texts appropriately complex for grade 1.		Gr. 3	
RI 10a. Activate prior knowledge related to the information and events in a text. CA		Gr. 3	
RI 10 b. Confirm predictions about what will happen next in a text. CA		Gr. 3	

Common Core Standards, Grade 1
English Language Arts: *Reading Foundational Skills*

Common Core Standards **Grade 1 ELA: Reading Foundational Skills**	**Student Achievement in the Waldorf Curriculum**		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 1:			
Print Concepts			
RFS 1. Demonstrate understanding of the organization and basic features of print.	Y		
RFS 1a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Y		
Phonological Awareness			
RFS 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Y		
RFS 2a. Distinguish long from short vowel sounds in spoken single-syllable words.		Gr. 2	Begins in Gr. 1
RFS 2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Y		
RFS 2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Y		

RFS 2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)		Gr. 2	Begins in Gr. 1
Phonics and Word Recognition			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words *(***both in isolation and in text.) (CA)**		Gr. 2	Begins in Gr. 1
RFS 3a. Know the spelling-sound correspondences for common consonant digraphs.	Y		
RFS 3b. Decode regularly spelled one-syllable words.	Y		
RFS 3c. Know final -e and common vowel team conventions for representing long vowel sounds.		Gr. 2	Begins in Gr. 1
RFS 3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		Gr.2	Begins in Gr. 1
RFS 3e. Decode two-syllable words following basic patterns by breaking the words into syllables.		Gr. 2	Begins in Gr. 1
RFS 3f. Read words with inflectional endings.		Gr. 2	Begins in Gr. 1
RFS 3g. Recognize and read grade-appropriate irregularly spelled words.		Gr. 2	Begins in Gr. 1
Fluency			
RFS 4. Read with sufficient accuracy and fluency to support comprehension.	Y		Class-generated writing
RFS 4a. Read on-level text with purpose and understanding.		Gr. 3	Begins in Gr. 1
RFS 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		Gr. 3	Begins in Gr. 1

RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Gr. 2	Begins in Gr. 1

Common Core Standards, Grade 1
English Language Arts: *Writing*

Common Core Standards, ELA Grade 1: *Writing*	**Student Achievement in the Waldorf Curriculum**		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 1:			
Text Types and Purposes			
W 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		Gr. 3	
W 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		Gr. 3	
W 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		Gr. 3	Begins in Gr. 2
Production and Distribution of Writing			
W 4. (Begins in grade 3)***(Begins in Grade 2—CA)***			
W 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		Gr. 3	
W 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		Gr. 7	
Research to Build and Present Knowledge			
W 7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).		Gr. 4	

W 8, With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Y		
W 9. (Begins in grade 4)			
Range of Writing			
W 10. (Begins in Grade 3) *(Begins in Grade 2—CA)*			

Common Core Standards, Grade 1
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Grade 1:*Speaking and Listening*	**Student Achievement in the Waldorf Curriculum**		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 1:			
Comprehension and Collaboration			
SL 1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.	Y		
SL 1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	Y		
SL 1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	Y		
SL 1c. Ask questions to clear up any confusion about the topics and texts under discussion.	Y		
SL 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Y		
SL 2a. Give, restate, and follow simple two-step directions. CA	Y		
SL 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Y		
Presentation of Knowledge and Ideas			
SL 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Y		

SL 4a. Memorize and recite poems, rhymes, and songs with expression. CA	Y		
SL 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Y		
SL 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.	Y		

Common Core Standards, Grade 1
English Language Arts: *Language*

Common Core Standards, ELA Grade 1: *Language*	**Student Achievement in the Waldorf Curriculum**		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 1:			
Conventions of Standard English			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		In speaking at Gr. 1
L 1a. Print all upper- and lowercase letters.	Y		Lower case may be completed in Gr. 2
L 1b. Use common, proper, and possessive nouns.	Y		Refined through Gr. 3
L 1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).	Y		Orally, refined through Gr. 3
L 1d. Use personal **(subject, object)**, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*). **CA**	Y		Refined through Gr. 3
L 1e. Use verbs to convey a sense of past, present, and future (e.g., Y*esterday I walked home; Today I walk home; Tomorrow I will walk home*).	Y		Refined through Gr. 4
L 1f. Use frequently occurring adjectives.	Y		Refined in Gr. 2
L 1g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).	Y		Refined in Gr. 2
L 1h. Use determiners (e.g., articles, demonstratives).	Y		Refined in Gr. 2
L 1i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).	Y		Refined in Gr. 2

L 1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Y		Oral prompts, skills refined across grades
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Gr. 2	Introduced in grades 1 and 2, achieved increasingly
L 2a. Capitalize dates and names of people.	Y		Consistently in grade 2
L 2b. Use end punctuation for sentences.	Y		
L 2c. Use commas in dates and to separate single words in a series.		Gr. 3	Introduced in Gr. 2
L 2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Y		Expanding through the early grades
L 2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Y		Expanding through the early grades
Knowledge of Language			
L 3. (Begins in Grade 2)			
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.		Gr. 2	Begins in Gr. 1
L 4a. Use sentence-level context as a clue to the meaning of a word or phrase.	Y		
L 4b. Use frequently occurring affixes as a clue to the meaning of a word.		Gr. 2	

L 4c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).		Gr. 2	
L 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	Y		
L 5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Y		
L 5b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).	Y		
L 5c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).	Y		
L 5d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.	Y		
L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Y		

Grade 1 ELA
Summary Notes and Comments

1. In reading the tables—a key distinction:
   - In the Notes and comments column, **"begins at"—**indicates when the standard is introduced, and study and instructional activities begin, and student progress is being made.
   - In the first two columns of the tables, the **grade level listed identifies when the student is expected to achieve the standard.**
   - A **"Y" indicates "yes"—**placement of the specific Common Core Standard at the same Grade Level as indicated the Common Core standards..

2. Informational Texts (RI) are typically first introduced as a component of the Waldorf Grade 3 curriculum.

Common Core Standards: Mathematics *Grade 1*	**Student Achievement in the Waldorf Curriculum**		
Student Achievement in the Waldorf Curriculum:	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students in Grade 1:			
Operations and Algebraic Thinking			
Represent and solve problems involving addition and subtraction.			
OAT 1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		Gr. 2	Introduced at Gr. 1
OAT 2. Solve word problems 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.		Gr. 2	Introduced at Gr. 1
Understand and apply properties of operations and the relationship between addition and subtraction			
OAT 3. Apply properties of operations as strategies to add and subtract. *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*		Gr. 2	
OAT 4. Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*		Gr. 2	
Add and subtract within 20.			
OAT 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Y		

OAT 6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as • counting on; • making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); • using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); • and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	Y		
Work with addition and subtraction equations.			
OAT 7. 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.*	Y		
OAT 7.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20.		Gr. 2	
OAT 8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □.*		Gr. 2	Introduced at Gr. 1

Student Achievement in the Waldorf Curriculum:	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
Students in Grade 1:			
Extend the counting sequence.			
NOBT 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Y		Incorporates K. CC.1

Understand place value.			
NOBT 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:		Gr. 2	Introduced at Gr. 1
NOBT 2a. 10 can be thought of as a bundle of ten ones — called a "ten."		Gr. 2	Introduced at Gr. 1
NOBT 2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.		Gr. 2	Introduced at Gr. 1
NOBT 2c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).		Gr. 2	Introduced at Gr. 1
NOBT 3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.		Gr. 3	Introduced at Gr. 2
Use place value understanding and properties of operations to add and subtract.			
NOBT 4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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 and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.		Gr. 2 Gr, 3 Gr. 2	Introduced at Gr. 2 Understanding place value, introduced at Gr. 2
NOBT 5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.		Gr. 2	
NOBT 6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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 and explain the reasoning used.		Gr. 3	Introduced at Gr. 2

Student Achievement in the Waldorf Curriculum:	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Measurement and Data			
Students in Grade 1:			
Measure lengths indirectly and by iterating length units.			
MD 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Y		
MD 2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; Understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*		Gr. 3	
Tell and write time.			
MD 3. Tell and write time in hours and half-hours using analog and digital clocks.		Gr. 3	
Represent and interpret data.			
4. Organize, represent, and interpret data with up to three categories. Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.		Gr. 3	Introduced in Grade 1, with manipulatives

Student Achievement in the Waldorf Curriculum:	At Same Grade Level As CC	In WC At Different Grade Level	Not Currently Ad-dressed in WC
Geometry			
G 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); Build and draw shapes to possess defining attributes.		Gr. 5	See Note #2, below.
G 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. *(Students do not need to learn formal names such as "right rectangular prism.")*		Gr. 5	See Note #2, below.
G 3. Partition circles and rectangles into two and four equal shares, Describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.		Gr. 4	Introduced at Grade 3

Mathematics
Grade 1
Summary Notes and Comments

1. Many of the Common Core Standards at this grade level, or specific components of them, begin to be addressed in the curriculum and instructional program at this grade level, but students fully demonstrate mastery of this content at the grade level identified in the table.

2. Note to Geometry: CC Standards introduced in Grade 1 through movement, manipulatives, art, form drawing, modeling, and concrete reasoning.

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Grade Two

Common Core Standards Placement Tables

Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process

Each Grade Level document includes:

- **A Waldorf Curriculum Summary for the Grade**
- **Common Core Standards Tables for English Language Arts**
- **Common Core Standards Tables for Mathematics**

Designed to be a Working Document for School and Teacher Use

Grade 2 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf Education and the San Francisco Waldorf School.)

In second grade children, an awareness of opposites begins to unfold. If a circle of children with everyone facing the center is the metaphorical picture of togetherness in a healthy first grade, the image of the second grade is the circle with children becoming increasingly aware of what goes on around them.

In **language arts**, the fairy tales of first grade gradually give way to stories of heroes and saints from many cultures--people who strive to overcome inner and outer obstacles, who aspire to and accomplish the loftiest deeds. In contrast, the polarities within us are well depicted for second graders through animal fables. The second graders explore the landscape of personality traits: the good and the bad, the beautiful and the ugly. Traditional fables hold a rich source of wisdom about human nature and the world. There, human traits are exaggerated in the brave lion, the timorous mouse, the pokey turtle, the clever fox, and so on. The children can see themselves and their classmates through the antics of the animal kingdom and learn valuable lessons about life.

Nature stories from home surroundings, multi-cultural folk tales, and riddles are also included in the language arts. As in first grade, poetry continues to play an important role in the class, both orally recited and in writing. All-class recitation, tongue twisters and other speech exercises, and work on plays written in verse, lead to choral recitation by smaller groups. Students participate in individual retelling of stories told in class as well as the recounting of personal experiences. Students strive for clear speech at appropriate volume levels.

During the second grade much attention is given to the development of writing skills. The children's first reading experience comes through reading what they themselves have written in their main lesson books. This may be a short verse that helps them review a letter sound, or perhaps a simple retelling of one of the fables they have heard. In this way the children experience the way written language actually developed over the course of human history.

Lower case printing and cursive handwriting are presented in second grade if they have not already been introduced in first grade. The teacher leads the class in guided writing whenever possible, according to the children's growing ability to sound out and recognize words. Children also copy passages from the board and express their own thoughts and recollections in writing, all the while paying attention to well-formed and spaced script.

From the stories, songs, and verses studied during the year, introductory spelling and grammar lessons and games are imaginatively presented. In addition, the children participate in daily phonics work and expand their sight recognition of high-frequency words.

Mathematics. The imaginative, personifying quality that still lives strongly in the 7/8 year old is used to fully develop inspiring pictures of the operations involved in the four processes in arithmetic, using strong visual and narrative elements,. The students are taught to differentiate between the processes and know when to use each one as well as to be able to work simple problems of each type in their heads and on paper.

The concepts and mechanics of written addition and subtraction are introduced through the use of manipulatives, imaginative pictures, and carrying and regrouping activities. In their written work in mathematics, orderliness is developed. The neat columnar writing of problems is stressed. Previous work is reviewed and practiced. The ability to write dictated and read written numbers 1-100 is firmly established before the students move on to place value. Counting by various multiples is mastered before moving on to written multiplication and division. In second grade, rhythmic counting is transformed into the times tables (2s, 3s, 4s, 5s, 10s). Word problems will continue as students write simple algorithms. Students solve written, oral story, and mental math problems using math concepts.

Rhythmic and patterning work increase in sophistication, emphasizing the aesthetic and dynamic quality of the number line through arranging number families in various ways. Students are encouraged to consciously see order and beauty in number patterns. Visualizations of the counting patterns are introduced—employing string boards, grouping geometric forms in space, etc. Movement exercises can be built around number work, from group exercises to simple computation games, and can include moving in geometric forms.

All basic academic skills continue to develop at a rapid pace. Laying the ground for future science blocks, the students continue their experiential exploration of the world of nature through observation and stories.

As with the first grade, the entire curriculum is integrated to present the world as a whole, not as disjointed and disconnected pieces. In **the arts**, all students continue watercolor painting and their exploration of the moods of the colors, beeswax modeling and crayon drawing, as well as form drawing with vertical and horizontal midline mirror forms given for each child. **The handwork curriculum** works on knitting and embroidery, leading to the creation later of their own hats, among various other projects. String games, hand-clapping games, and counting knitted rows also support this work. **Foreign language** lessons continue to take inspiration from main lesson blocks of study. Students begin to speak individually and conversationally through games and activities that are filled with new descriptive language. Puppet shows from rich folk tales also continue.

Musical instruction continues as in first grade and includes singing as well as pentatonic recorder. **Eurythmy** movement describes stories and forms, with a strong emphasis on inner listening and inner visualization of images and forms. The movement now includes, but is not limited to, geometrical forms, Curves of Cassini, expansion/contraction with music, little dances with piano/forte dynamics and stories of animals. Activities with copper rods help the children gently center themselves. **Games and movement classes** focus on imaginative games

encouraging teamwork, cooperation, problem solving, and individual successes, with opportunities to improve coordination and balance through obstacle courses and gymnastic activities. A **class play** tied to the curriculum is shared with class families, and local **field trips** deepen students' learning experiences.

Grade 2 Curriculum Components

- **Math**: Continue with four operations of arithmetic; story problems; counting by 2, 3, 4, and 5; beginning multiplication tables

- **Language Arts:** Elements of grammar (naming, describing words); beginning cursive; animal fables and legends from around the world; decoding and sight word recognition; building fluency through regular practice (oral and silent reading); comprehension through story recall

- **Science:** Gardening and nature studies; weather; day and night

- **History & Social Studies**: Multicultural stories; lives of inspiring people who affected history

- **Handwork:** Knitting patterns of knit and purl (pattern recognition and perpetuation, concentration, fine motor skill development)

- **Foreign Language:** Continuing the foreign language with songs, plays, poetry, games, and simple conversations

- **Visual & Performing Arts**: Form drawing; painting; beeswax modeling; singing; pentatonic flute, drama

- **Movement/Physical Education/Games**: Eurythmy; circle games; imaginative games; fine and gross motor activities; activities with props (balls, hoops, etc.) and exploration of the dynamics of objects

Common Core Standards Table, Grade 2
English Language Arts: *Reading Literature*

Common Core Standards, ELA **ELA Grade 2: *Reading Literature***	**Student Achievement** **In the Waldorf Curriculum**		
Student Achievement **In the Waldorf Curriculum**	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 2:			
Key Ideas and Details			
RL 1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	Y		
RL 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Y		
RL 3. Describe how characters in a story respond to major events and challenges.	Y		
Craft and Structure			
RL 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. **(See grade 2 Language standards 4-6 for additional expectations.) CA**		Gr. 3	
RL 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Y		
RL 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Y		
Integration of Knowledge and Ideas			
RL 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		Gr. 3	

RL 8. (Not applicable to literature)			
RL 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.		Gr. 4	
Range of Reading and Level of Text Complexity			
RL 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		Gr.3	

Common Core Standards Table, Grade 2
English Language Arts: *Reading Informational Text*

Common Core Standards, ELA **Grade 2: *Reading Informational Texts***	**Student Achievement** **In the Waldorf Curriculum**		
Student Achievement **In the Waldorf Curriculum**	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students in Grade 2:			
Key Ideas and Details			
RI 1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.		Gr. 4	
RI 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text		Gr. 4	
RI 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		Gr. 4	
Craft and Structure			
RI 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.**(See grade 2 Language standards 4-6 for additional expectations.CA**		Gr. 3	
RI 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.		Gr. 4	
RI 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		Gr. 4	
Integration of Knowledge and Ideas			
RI 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		Gr. 4	

RI 8. Describe how reasons support specific points the author makes in a text.		Gr. 6	
RI 9. Compare and contrast the most important points presented by two texts on the same topic.		Gr. 6	
Range of Reading and Level of Text Complexity			
RI 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		Gr. 4	

Common Core Standards, Grade 2
English Language Arts: *Reading Foundational Skills*

Common Core Standards, ELA **Grade 2: *Reading Foundational Skills***	**Student Achievement** **In the Waldorf Curriculum**		
Student Achievement **In the Waldorf Curriculum**	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 2:			
Print Concepts			
RFS1. Not in CC at Grade 2			
Phonological Awareness			
RFS 2. Not in CC at Grade 2			
Phonics and Word Recognition			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text**. **CA**	Y		
RFS 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	Y		
RFS 3b. Know spelling-sound correspondences for additional common vowel teams.	Y		
*RFS 3*c. Decode regularly spelled two-syllable words with long vowels.	Y		
RFS 3d. Decode words with common prefixes and suffixes.		Gr. 3	
RFS 3e. Identify words with inconsistent but common spelling-sound correspondences.		Gr. 3	
RFS 3f. Recognize and read grade-appropriate irregularly spelled words.		Gr. 3	
Fluency			

RFS 4. Read with sufficient accuracy and fluency to support comprehension.		Gr. 3	
RFS 4a. Read on-level text with purpose and understanding.		Gr. 3	
RFS 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		Gr. 3	
RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Gr. 3	

Common Core Standards, Grade 2
English Language Arts: *Writing*

Common Core Standards, ELA Grade 2: *Writing*	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 2:			
Text Types and Purposes			
W 1.Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.		Gr. 4	
W 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		Gr. 3	
W 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Y		
Production and Distribution of Writing			
W 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA		Gr. 4	
W 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Y		
W 6. With guidance and support from adults, use a			

variety of digital tools to produce and publish writing, including in collaboration with peers.		Gr. 7	
Research to Build and Present Knowledge			
W 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		Gr. 4	Experience-based in Gr. 3 Text-based in Gr. 4
W 8. Recall information from experiences or gather information from provided sources to answer a question.		Gr. 3	
W 9. (Begins in grade 4)			
Range of Writing			
W 10. **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA** (For CC, Begins in Grade 3) ***(Begins in Grade 2—CA)***		Gr. 4	

Common Core Standards, Grade 2
English Language Arts: *Speaking and Listening*

Common Core Standards **Grade 2: ELA** ***Speaking and Listening***	**Student Achievement** **In the Waldorf Curriculum**		
Student Achievement **In the Waldorf Curriculum**	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 2:			
Comprehension and Collaboration			
SL 1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.	Y		
SL 1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Y		
SL 1b. Build on others' talk in conversations by linking their comments to the remarks of others.	Y		
SL 1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Y		
SL 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Y		
SL 2a. Give and follow three- and four-step oral directions. CA	Y		
SL 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Y		

Presentation of Knowledge and Ideas			
SL 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Y		
SL 4a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA		Gr. 3	
SL 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Y	Gr. 7	Audio recordings at Grade 7.
SL 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 2
English Language Arts: *Language*

Common Core Standards, ELA Grade 2: *Language*	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 2:			
Conventions of Standard English			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Gr. 3	Use in Gr. 2 Identify in Gr. 3
L 1a. Use collective nouns (e.g., *group*).	Y		
L 1b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).	Y		
L 1c. Use reflexive pronouns (e.g., *myself, ourselves*).	Y		
L 1d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).	Y		
L 1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	Y	Gr. 4	Use in Gr. 3 Choose in Gr. 4
L 1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).		Gr. 4	
L 1g. Create readable documents with legible print. CA	Y		

L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Gr. 3	
L 2a. Capitalize holidays, product names, and geographic names.	Y		
L 2b. Use commas in greetings and closings of letters.		Gr. 4	Introduced in Gr. 2
L 2c. Use an apostrophe to form contractions and frequently occurring possessives.		Gr. 4	Introduced in Gr. 2
L 2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).		Gr. 3	
L 2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. .		Gr. 3	
Knowledge of Language			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		
L 3a. Compare formal and informal uses of English.		Gr. 3	
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.	Y		
L 4a. Use sentence-level context as a clue to the meaning of a word or phrase.	Y		
L 4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy*/*unhappy*, *tell*/*retell*).	Y		
L 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).	Y		

L 4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).	Y		
L 4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases **in all content areas**. **CA**		Gr. 3	Gr. 7 digital
L 5. Demonstrate understanding of word relationships and nuances in word meanings.	Y		
L 5a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).	Y		
L 5b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).	Y		
L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).	Y		

Common Core Standards: Mathematics, Grade 2	**Student Achievement in the Waldorf Curriculum**		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Operations and Algebraic Thinking			
Students:			
Represent and solve problems involving addition and subtraction.			
OAT 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		Gr. 3	Begins at Gr. 2
Add and subtract within 20.			
OAT 2. Fluently add and subtract within 20 using mental strategies.[2] By end of Grade 2, know from memory all sums of two one-digit numbers.	Y		
Work with equal groups of objects to gain foundations for multiplication.			
OAT 3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	Y		
OAT 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.	Y		

Common Core Standards: Grade 2 Mathematics	**Student Achievement in the Waldorf Curriculum**		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
Students:			
Understand place value.			
NOBT 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	Y		
NOBT 2. Count within 1000; skip-count by **2s**, 5s, 10s, and 100s. **CA**	Y		
NOBT 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Y		
NOBT 4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	Y		
Use place value understanding and properties of operations to add and subtract.			
NOBT 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		Gr. 3	Begins at Gr. 2
NOBT 6. Add up to four two-digit numbers using			

strategies based on place value and properties of operations.		Gr. 3	Begins at Gr. 2
NOBT 7. 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.	Y		
NOBT 7.1 Use estimation strategies to make reasonable estimates in problem solving. CA		Gr. 3	Begins at Gr. 2
NOBT 8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	Y		
NOBT 9. Explain why addition and subtraction strategies work, using place value and the properties of operations.	Y		

CC Standards: Mathematics, Grade 2 **Student Achievement in the Waldorf Curriculum**	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Measurement and Data			
Students:			
Measure and estimate lengths in standard units.			
MD 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.		Gr. 3	
MD 2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.		Gr. 3	

MD 3. Estimate lengths using units of inches, feet, centimeters, and meters.		Gr. 3	
MD 4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit		Gr. 3	
Relate addition and subtraction to length.			
MD 5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.		Gr. 4	Begins at Gr. 3
MD 6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	Y		
Work with time and money.			
MD 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. **Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year). CA**		Gr. 3	
MD 8. Solve word problems involving 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?*		Gr. 3	
Represent and interpret data.			
MD 9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.		Gr. 6	Introduced at Grade 3
MD 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems[4] using information presented in a bar graph.		Gr. 6	Introduced at Grade 3

CC Standards: Mathematics, Grade 2 **Student Achievement in the Waldorf Curriculum**	At Same Grade Level As CC	In WC At Different Grade Level	Not Currently Ad-dressed in WC
Geometry			
Reason with shapes and their attributes.			
G 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[5] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.		Gr. 5	
G 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.		Gr. 3	
G 3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.		Gr. 4	

Summary Notes and Comments—Grade 2 Mathematics

1. OAT 1: Typically, the Waldorf mathematics curriculum does not introduce number "sentences" in algebraic format (with a symbol for an unknown number) until a later grade level.

2. NOBT 4: Typically, the Waldorf mathematics curriculum does not introduce the symbols for "is more than" or "is less than" until a later grade level.

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Grade Three

Common Core Standards Placement Tables

Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
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- **Common Core Standards Tables for English Language Arts**
- **Common Core Standards Tables for Mathematics**

Designed to be a Working Document for School and Teacher Use

Grade 3 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the san Francisco Waldorf School.)

As the children in the third grade enter their ninth year, they start to see the world differently. No longer are they content to be a part of life without doubts and questions. A nine-year old can feel him/herself growing up and separating from his/her parents, and becoming part of the outer world. The child becomes more independent, and begins to question all that was previously taken for granted. This can be a time of loneliness and insecurity for a child as well as a time of new self-confidence. The third grade curriculum is designed to meets the child's new interests and concerns at this age.

The curriculum provides the student with the opportunity to learn about three essential, practical requirements for all of humankind—how we work with nature to provide ourselves with food, clothing, and shelter.

Farming and gardening lessons instruct the child in the importance of the natural systems that support our lives, in the use of farming tools and farming and gardening processes, and how food has been grown over the centuries. These lessons give the child an opportunity for direct involvement in growing his/her own food and begin to establish a foundation for their appreciation of our partnership with nature and an interest in fostering, protecting and preserving the world around them.

The provision of **clothing** is addressed in the textiles unit, usually beginning with the shearing of a sheep and culminating in a woven or knitted garment from that sheep's wool. The child is involved in every practical aspect of the making of the garment.

Many types of **shelter** are presented, modeled and discussed with the students, and some shelters are constructed by the children with the teacher's guidance. A lesson block on building a modern house teaches the critical importance of cooperation amongst architects, contractors, and construction workers as they meet the wide variety of human needs for shelter.

Mathematics. In third grade, the child begins to develop a basic awareness for practical applications of mathematics. Measurement of all types is covered: length, weight, and volume; money, and time. All of these measurement systems are put to use in practical activities by the children themselves. In the study of time, money, and measurement, the historical background of the methods, tools, and practices is taught imaginatively before modern methods are explained.

Mathematics and movement go hand in hand. Rhythm is an integral part of the approach to arithmetic and is a significant aid to memorization. For example, the times tables are practiced while jumping rope, tossing bean bags, or bouncing a ball. This increases the child's ability to memorize and retain the information.

Language Arts. The importance of words and the beauty of speech underlie the entire language arts curriculum. Through the daily telling of stores, the teacher creates in the child the capacity for inward picturing, setting the stage for conceptual thought. Reading, writing, the fundamentals of grammar, spelling, listening and speaking and penmanship are developed in an artistic manner which speaks to, empowers and inspires the whole child.

Stories from the Hebrew Bible serve as a metaphor for the children's inner experience at this age. From the wonder stimulated by the creation story to the challenges faced as Adam and Eve had to leave the Garden of Eden, the third grade children see that they, too, must one day leave the parental nest and make their own way in the world. This need for the child of this age to experience providing for the basic necessities of life is met in the curriculum through the hands-on study of farming, gardening, food preparation, house-building, and making clothes.

An emphasis on the dramatic presentation of stories culminates in the production of the class play, which echoes a familiar theme from the year's curriculum.

Music is an important focus in the curriculum. The third-grade child is ready to experience the complexity and structure of the full diatonic scale. After two years playing the pentatonic flute, the third grade child learns how to play a soprano recorder. This instrument will be used throughout the grades. The children are ready to assert their new independence by learning to sing separate parts in rounds, introducing them to harmony among individual parts and an awareness of rhythmic unity in variety.

In handwork, the third grade child graduates from knitting to crochet, completing three or four useful articles for her/himself. Painting and modeling beeswax are weekly activities that sharpen the child's powers of observation and expression.

In the third grade the changing nine year-old is given an opportunity to make new relationships: with nature through farming and gardening; with others through a class building project; and with themselves through drama, music, and art.

Grade 3 Curriculum Components

- **Math:** Higher multiplication tables; division; weight, measure, money and time; review of all four processes; multiplication; problem solving; place value to 10,000s; estimating; mental math; word problems
- **Language Arts:** Elements of grammar (nouns, verbs, adjectives); continuing cursive; punctuation; spelling; compositions; stories from ancient history; decoding and sight word recognition; building fluency through regular practice (oral and silent reading); comprehension through story recall
- **Science:** Continuation of garden and nature studies
- **History & Social Studies**: Study of practical life (farming, housing, clothing); stories from ancient history

- **Handwork:** Crocheting (mathematical patterns, working in the round)
- **Foreign Language**: Continuing foreign language study with oral dialogue, dramatization, songs, games and simple written work
- **Visual & Performing Arts**: Form drawing; painting; beeswax modeling; singing; drama; introduction to the recorder
- **Movement/Physical Education/Games**: Balance, running and chasing games, song and movement

Common Core Standards Table, Grade 3
English Language Arts: *Reading Literature*

Common Core Standards, ELA Grade 3: *Reading Literature*	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 3*:*			
Key Ideas and Details			
RL 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Y		
RL 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Y		
RL 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Y		
Craft and Structure			
RL 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **(See grade 3 Language standards 4-6 for additional expectations.) CA**		Gr. 5	
RL 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		Gr. 5	
RL 6. Distinguish their own point of view from that of the narrator or those of the characters.		Gr. 4	
Integration of Knowledge and Ideas			
RL 7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Y		

RL 8. (Not applicable to literature)			
RL 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).		Gr. 4	
Range of Reading and Level of Text Complexity			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Y		

Common Core Standards, Grade 3
English Language Arts: *Reading Informational Text*

Common Core Standards **Grade 3: ELA** ***Reading Informational Texts***	**Student Achievement** **In the Waldorf Curriculum**		
Student Achievement **In the Waldorf Curriculum**	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students in Grade 3:			
Key Ideas and Details			
RI 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		Gr. 4	Introduced in Gr. 3
RI 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.		Gr. 4	Introduced in Gr. 3
RI 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		Gr. 6	Introduced in Gr. 3
Craft and Structure			
RI 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area.* **(See grade 3 Language standards 4-6 for additional expectations.) CA**		Gr. 4	Introduced in Gr. 3
RI 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		Gr. 7	Text features Introduced in Gr. 4
RI 6. Distinguish their own point of view from that of the author of a text.		Gr. 4	
Integration of Knowledge and Ideas			
RI 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Y		

RI 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		Gr. 6	
RI 9. Compare and contrast the most important points and key details presented in two texts on the same topic.		Gr. 6	
Range of Reading and Level of Text Complexity			
RI 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.		Gr. 4	Introduced in Gr. 3

Common Core Standards, Grade 3
English Language Arts: *Reading Foundational Skills*

Common Core Standards, ELA **Grade 3: *Reading Foundational Skills***	**Student Achievement** **In the Waldorf Curriculum**		
Student Achievement **In the Waldorf Curriculum**	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 3:			
Print Concepts			
RFS1. Not in CC at Grade 3			
Phonological Awareness			
RFS 2. Not in CC at Grade 3			
Phonics and Word Recognition			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text**. **CA**	Y		
RFS 3a. Identify and know the meaning of the most common prefixes and derivational suffixes.		Gr. 4	
RFS 3b. Decode words with common Latin suffixes.		Gr. 4	
RFS 3c. Decode multi-syllable words.	Y		
RFS 3d. Read grade-appropriate irregularly spelled words.	Y		
Fluency			
RFS 4. Read with sufficient accuracy and fluency to support comprehension.	Y		
RFS 4a. Read on-level text with purpose and understanding.	Y		

RFS 4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Y		
RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Y		

Common Core Standards, Grade 3
English Language Arts: *Writing*

Common Core Standards, ELA Grade 3: *Writing*	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 3:			
Text Types and Purposes			
W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.		Gr. 6	Introduced in Gr. 5
W 1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.		Gr. 6	Introduced in Gr. 5
W 1b. Provide reasons that support the opinion.		Gr. 6	Introduced in Gr. 5
W 1c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.		Gr. 6	Introduced in Gr. 5
W 1d. Provide a concluding statement or section.		Gr. 6	Introduced in Gr. 5
W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Y		With guidance
W 2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Y		With guidance
W 2b. Develop the topic with facts, definitions, and details.	Y		With guidance
W 2c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.	Y		With guidance

W 2d. Provide a concluding statement or section.	Y		With guidance
W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. .	Y		
W 3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Y		
W 3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		Gr. 4	
W 3c. Use temporal words and phrases to signal event order.	Y		
W 3d. Provide a sense of closure.	Y		
Production and Distribution of Writing			
W 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Y		
W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)		Gr. 4	Introduced in Gr. 3
W 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.		Gr. 7	
Research to Build and Present Knowledge			
W 7. Conduct short research projects that build knowledge about a topic.	Y		

W 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		Gr. 4	Digital at Gr. 7
W 9. (Begins in grade 4)			
Range of Writing			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		Gr. 4 Gr. 3	Extended time Shorter time

Common Core Standards, Grade 3
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA **Grade 3: *Speaking and Listening***	**Student Achievement** **In the Waldorf Curriculum**		
Student Achievement **In the Waldorf Curriculum**	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 3:			
Comprehension and Collaboration			
SL 1. 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.	Y		
SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Y		
SL 1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Y		
SL 1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	Y		
SL 1d. Explain their own ideas and understanding in light of the discussion.	Y		
SL 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Y		

SL 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Y		
Presentation of Knowledge and Ideas			
SL 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Y		
SL 4a. 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. CA		Gr. 4	
SL 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		Gr. 7	
SL 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 3
English Language Arts: *Language*

Common Core Standards, ELA Grade 3: *Language*	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 3:			
Conventions of Standard English			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1b. Form and use regular and irregular plural nouns.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1c. Use abstract nouns (e.g., *childhood*).		Gr. 4	Introduced and developed in Grades 2 and 3
L 1d. Form and use regular and irregular verbs.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1f. Ensure subject-verb and pronoun-antecedent agreement.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		Gr. 4	Introduced and developed in Grades 2 and 3

L 1h. Use coordinating and subordinating conjunctions.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1i. Produce simple, compound, and complex sentences.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1j. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. CA	Y		
L 1k. Use reciprocal pronouns correctly. CA	Y		
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Capitalize appropriate words in titles.	Y		
L 2b. Use commas in addresses.		Gr. 4	
L 2c. Use commas and quotation marks in dialogue.		Gr. 4	
L 2d. Form and use possessives.		Gr. 4	
L 2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.*, sitting, smiled, cries, happiness*). .	Y		
L 2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Y		
L 2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Y		
Knowledge of Language			
L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening,	Y		
L 3a. Choose words and phrases for effect.	Y		

L 3b. Recognize and observe differences between the conventions of spoken and written standard English.	Y		
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies.	Y		
L 4a. Use sentence-level context as a clue to the meaning of a word or phrase.	Y		
L 4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).	Y		
L 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).		Gr. 4	Introduced at Gr. 3
L 4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases ***in all content areas***. **CA**	Y		Digital at Gr. 7
L 5. Demonstrate understanding of word relationships and nuances in word meanings.	Y		
L 5a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).	Y		
L 5b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).	Y		
L 5c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).		Gr. 4	
L 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	Y		

Common Core Standards: Grade 3 Mathematics	Student Achievement in the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Operations and Algebraic Thinking			
Students at Grade 3:			
Represent and solve problems involving multiplication and division.			
OAT 1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as* 5 × 7*.*	Y		
OAT 2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56÷8.*	Y		
OAT 3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1]	Y		
OAT 4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = □ ÷ 3, 6 × 6 = ?.	Y		
Understand properties of multiplication and the relationship between multiplication and division.			

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OAT 5. Apply properties of operations as strategies to multiply and divide.[2] *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*	Y		
OAT 6. Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*	Y		
Multiply and divide within 100.			
OAT 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	Y		
Solve problems involving the four operations, and identify and explain patterns in arithmetic.			
OAT 8. Solve two-step word problems using the four operations. 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.	Y		
OAT 9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*	Y		

[2] Students need not use formal terms for these properties.(CC)

Common Core Standards: Mathematics Grade 3	**Student Achievement in the Waldorf Curriculum**		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
Students at Grade 3:			
Use place value understanding and properties of operations to perform multi-digit arithmetic.			
NOBT 1. Use place value understanding to round whole numbers to the nearest 10 or 100.	Y		
NOBT 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Y		
NOBT 3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	Y		
Number and Operations—Fractions			
Develop understanding of fractions as numbers.			
NOF 1. Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by *a* parts of size 1/*b*.		Gr. 4	
NOF 2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.		Gr. 4	
NOF 2a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the		Gr. 4	

number 1/b on the number line.			
NOF 2b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.		Gr. 4	
NOF 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.		Gr. 4	
NOF 3a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.		Gr. 4	
NOF 3b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.		Gr. 4	
NOF 3c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.		Gr. 4	
NOF 3d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.		Gr. 4	

Student Achievement in the In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Measurement and Data			
Students at Grade 3:			
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.			
MD 1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	Y		
MD 2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[6] 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.[7]		Gr. 5	In grade 3, using standard American measures; the metric system studied in grade 5
Represent and interpret data.			
MD 3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*	Y		
MD 4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot,	Y		

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where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.			
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.			
MD 5. Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.		Gr. 4	Introduced in Gr. 3
MD 6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).		Gr. 4	
MD 7. Relate area to the operations of multiplication and addition.		Gr. 4	
MD 7a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.		Gr. 4	
MD 7b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.		Gr. 4	
MD 7c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.		Gr. 6	
MD 7d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying		Gr. 4	

this technique to solve real world problems.			
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.			
MD 8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.		Gr. 5	
Geometry			
Reason with shapes and their attributes.			
G 1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.		Gr. 5	
G. 2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.		Gr. 4	

Summary Notes and Comments

1. OAT3: Typically, the Waldorf mathematics curriculum does not introduce number "sentences" in algebraic format (with a symbol for an unknown number) until a later grade level.

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Grade Four

Common Core Standards Placement Tables

Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process

Each Grade Level document includes:

- **A Waldorf Curriculum Summary for the Grade**
- **Common Core Standards Tables for English Language Arts**
- **Common Core Standards Tables for Mathematics**

Designed to be a Working Document for School and Teacher Use

Grade 4 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

Fourth graders are passing through the midst of the nine-year change. They still wish to revere, but, for them, that reverence must be justified. The children begin to form their own personality in response to their experience of the world, consciously choosing those qualities that will go into their characters.

The fourth grade curriculum addresses a child in possession of greater certainty and confidence. At this grade level, the child is more assured of his/her own place in the world and is able to assert more individual needs and wants. The curriculum correspondingly evolves away from the unified approach of early childhood into the teaching of more specific subjects. The Main Lesson blocks are more varied in the fourth grade than they have been in the earlier grades, reflecting both the children's individuation as well as the intellectual breadth of which they are beginning to be capable.

The focus of the fourth grade **language arts** curriculum is the myths and legends of the Norse people. These stories speak strongly to the children at this time. The gods of Asgard are portrayed as individuals with distinct, powerful personalities who encounter significant consequences for both their good and bad behavior. The vivid images evoked in these stories provide ample inspiration for the expanded creative and expository writing skills required of the child at this grade. The strong alliterations of their verses strengthen the fourth grade child's clarity and dexterity of speech, and reinforce his/her developing confidence.

In the realm of **mathematics**, the fourth grade child begins the year with a firm foundation in working with whole numbers using the four processes. This year marks the appropriate time to introduce fractions, as the practice of breaking apart the whole into its constituent parts mirrors the child's own internal experience of the fracturing of his/her world. Concepts are first introduced through the manipulation of everyday objects, providing the child with an initial concrete experience of fractions before proceeding to their more abstract representations. The children learn to add, subtract, multiply, reduce and expand fractions, and to change improper fractions into mixed numbers.

History and geography become formal main lesson subjects in the fourth grade. The child's growing ability to regard with objectivity her/his environment is developed through the study of local geography. The child learns how to find the four points of the compass by observing sun and stars. They study and make maps of the classroom, the school, the neighborhood, the city, and state (with the curriculum adapted to the local geography and history of the area around their school). The goal of the **geography** curriculum is to engender an understanding of the interrelatedness of human activity and the local physical conditions of the earth.

The fourth grade **history** curriculum examines the historical development and diversity of human society locally and throughout the state. The biographies of men and women who played a part in creating our local culture reiterate one of the predominant themes of fourth grade, which is the importance of human deeds. (Taking California as an example, the child develops a sense for the world of the indigenous Californians, the Spanish explorers, the first missions, and the period of the Gold Rush.)

The transformation from imagination to objectivity and detailed observation is manifest again in the study of nature that forms the **Human and Animal** main lesson block **(Zoology**). Animal study is introduced, growing out of a descriptive study of the human being and our place in nature. The child develops an understanding and appreciation of the animal kingdom as it reflects the environment to which each species has adapted. Through detailed study of the forms and habitats of animals, the children begin to get a feeling for the fascinating assortment of skills and qualities that the animals possess. At the same time, the children begin to see the unique and responsible position they hold as human beings upon the earth. This detailed study offers opportunities for the child to develop his/her comparative, conceptual, and observational skills, and it provides additional material for artistic, dramatic, and language arts activities.

In **music**, the fourth grade signals the introduction of another instrument, often the violin, in addition to continuing the recorder. In both **music** and **drama**, students are now ready to take individual parts in ongoing group performances. **Foreign language** instruction continues, as the child begins to write down poems, stories, and dialogues acquired orally in the earlier grades. **Handwork** focuses on cross-stitch, embroidery, and braiding.

Grade 4 Curriculum Components

- Math: Review four processes; advanced multiplication; long division; place value to millions, simple graphs; averaging; perimeter, area and volume; factoring; estimating; rounding; word problems; mental math; introduction to fractions
- Language Arts: Elements of grammar; parts of speech; continuing cursive; punctuation; writing well structured paragraphs; book reports; expository writing, creative writing, narratives; class play; building fluency through regular reading practice; sight word recognition, high frequency words; prefixes & suffixes; spelling and vocabulary development; Norse mythology
- Science: Zoology; continuation of garden and nature studies
- History & Social Studies: State and local history
- Geography: State and local geography and map making
- Handwork: Cross-stitch, mirror image/symmetry
- Foreign Language: Continuing foreign language instruction with workbooks, writing/recording orally-learned material, basic grammatical principles, tongue twisters
- Visual & Performing Arts: Form drawing; painting; singing; drama; recorder; violin; introduction to reading and writing music
- Movement/Physical Education/Games: Field games, balance, games involving trickery and strategy; games exploring movement of animals

Common Core Standards Table, Grade 4
English Language Arts: *Reading Literature*

Common Core Standards, ELA Grade 4: *Reading Literature*	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 4:			
Key Ideas and Details			
RL 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Y		
RL 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Y		
RL 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Y		
Craft and Structure			
RL 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **(See grade 4 Language standards 4-6 for additional expectations.) CA**		Gr. 5	
RL 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.		Gr. 6	
RL 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		Gr. 6	

Integration of Knowledge and Ideas			
RL 7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.		Gr. 6	
RL 8. (Not applicable to literature)			
RL 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.		Gr. 6	
Range of Reading and Level of Text Complexity			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 4
English Language Arts: *Reading Informational Text*

Common Core Standards, ELA **Grade 4:** ***Reading Informational Texts***	**Student Achievement** **In the Waldorf Curriculum**		
Student Achievement **In the Waldorf Curriculum**	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students in Grade 4:			
Key Ideas and Details			
RI 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Y		
RI 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Y		
RI 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Y		
Craft and Structure			
RI 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. **(See grade 4 Language standards 4-6 for additional expectations.) CA**	Y		
RI 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.		Gr. 6	
RI 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.		Gr.6	
Integration of Knowledge and Ideas			
RI 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an		Gr. 6	Not in electronic or digital formats

understanding of the text in which it appears.			
RI 8. Explain how an author uses reasons and evidence to support particular points in a text.		Gr. 6	
RI 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Y		
Range of Reading and Level of Text Complexity			
RI 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 4
English Language Arts: *Reading Foundational Skills*

Common Core Standards, ELA **Grade 4: *Reading Foundational Skills***	**Student Achievement** **In the Waldorf Curriculum**		
Student Achievement **In the Waldorf Curriculum**	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 4:			
Print Concepts			
RFS1. Not in CC at Grade 4			
Phonological Awareness			
RFS 2. Not in CC at Grade 4			
Phonics and Word Recognition			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words.	Y		
RFS 3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Y		
Fluency			
RFS 4. Read with sufficient accuracy and fluency to support comprehension.	Y		
RFS 4a. Read on-level text with purpose and understanding.	Y		
RFS 4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Y		
RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Y		

Common Core Standards, Grade 4
English Language Arts: *Writing*

Common Core Standards, ELA Grade 4: *Writing*	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 4:			
Text Types and Purposes			
W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		Gr. 6	Introduced in Gr. 5
W 1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.		Gr. 6	Introduced in Gr. 5
W 1b. Provide reasons that are supported by facts and details.		Gr. 6	Introduced in Gr. 5
W 1c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).		Gr. 6	Introduced in Gr. 5
W 1 d. Provide a concluding statement or section related to the opinion presented.		Gr. 6	Introduced in Gr. 5
W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Y		
W 2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Y		
W 2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Y		

W 2c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Provide a concluding statement or section related to the information or explanation presented.	Y		
W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Y		
W 3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Y		
W 3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	Y		
W 3c. Use a variety of transitional words and phrases to manage the sequence of events.	Y		
W 3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Y		
W 3e. Provide a conclusion that follows from the narrated experiences or events	Y		
Production and Distribution of Writing			
W4. Produce clear and coherent writing **(including multiple-paragraph texts)** in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **CA**	Y		
W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	Y		

W 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.		Gr. 8	Introduced in Gr. 7
Research to Build and Present Knowledge			
W 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Y		
W 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, **paraphrase**, and categorize information, and provide a list of sources. **CA**	Y		Digital sources in Grade 7
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Y		
W 9a. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").		Gr. 5	Developed throughout the earlier grades
W 9b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").		Gr. 6	
Range of Writing			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Y		

Common Core Standards, Grade 4
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Grade 4: *Speaking and Listening*	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 4:			
Comprehension and Collaboration			
SL 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.	Y		
SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Y		
SL 1b. Follow agreed-upon rules for discussions and carry out assigned roles.	Y		
SL 1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	Y		
SL 1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Y		
SL 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Y		Non-electronic media
SL 3. Identify the reasons and evidence a speaker **or media source** provides to support particular points. **CA**		Gr. 6	Electronic media sources in Gr. 7

Presentation of Knowledge and Ideas			
SL 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Y		
SL 4a. **Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA**	Y		
SL 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		Gr. 7	Visual displays in Gr. 4. Use of electronic media in Gr. 7.
SL 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 4
English Language Arts: *Language*

Common Core Standards, ELA Grade 4: *Language*	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 4:			
Conventions of Standard English			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L 1a. Use **interrogative**, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why.) **CA**		Gr. 6	Introduced in Gr. 4
L 1b. Form and use the progressive (*e.g., I was walking; I am walking; I will be walking*) verb tenses.	Y		
L 1c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.		Gr. 6	Introduced in Gr. 4
L 1d. Order adjective within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).	Y		
L 1e. Form and use prepositional phrases.	Y		
L 1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		Gr. 6	Introduced in Gr. 4
L 1g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).	Y		
L 1h. Write fluidly and legibly in cursive or joined italics. CA	Y		

L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use correct capitalization.	Y		
L 2b. Use commas and quotation marks to mark direct speech and quotations from a text.	Y		
L 2c. Use a comma before a coordinating conjunction in a compound sentence.	Y		
L 2d. Spell grade-appropriate words correctly, consulting references as needed.	Y		
Knowledge of Language			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		
L 3a Choose words and phrases to convey ideas precisely.	Y		
L 3b. Choose punctuation for effect.	Y		
L 3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Y		
Vocabulary Acquisition and Use			
L 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.	Y		
L4 a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Y		

L 4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).		Gr. 6	Greek at Gr. 5 Latin at Gr. 6
L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices *in all content areas*. CA**	Y		
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Y		
L 5a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.	Y		
L 5b. Recognize and explain the meaning of common idioms, adages, and proverbs.	Y		
L 5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Y		
L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	Y		

Common Core Standards: Grade 4 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Operations and Algebraic Thinking			
Students at Grade 4:			
Use the four operations with whole numbers to solve problems.			
OAT 1. Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	Y		
OAT 2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.1	Y		
OAT 3. 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.	Y		
Gain familiarity with factors and multiples.			
OAT 4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a	Y		

given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.			
Generate and analyze patterns.			
OAT 5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*	Y		

Common Core Standards: Grade 4 Mathematics	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
Students at Grade 4:			
Generalize place value understanding for multi-digit whole numbers.			
NOBT 1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*	Y		
NOBT 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Y		

NOBT 3. Use place value understanding to round multi-digit whole numbers to any place.	Y		
Use place value understanding and properties of operations to perform multi-digit arithmetic.			
NOBT 4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Y		
NOBT 5. 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.	Y		
NOBT 6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Y		
Number and Operations—Fractions *(Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)*			
Extend understanding of fraction equivalence and ordering.			
NOF 1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	Y		
NOF 2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual	Y		

fraction model.			
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.			
NOF 3. Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*.			
NOF 3a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	Y		
NOF 3b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*	Y		
NOF 3c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.		Gr. 5	
NOF 3d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	Y		
NOF 4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	Y		
NOF 4a. Understand a fraction *a*/*b* as a multiple of 1/*b*. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*	Y		
NOF 4b. Understand a multiple of *a*/*b* as a multiple of 1/*b*, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*		Gr. 5	

NOF 4c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?	Y		
Understand decimal notation for fractions, and compare decimal fractions.			
NOF 5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.[4] *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100* .		Gr. 5	
NOF 6. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*		Gr. 5	
NOF 7. 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 **the number line or another** visual model. **CA**		Gr. 5	

[4] Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade. (CC)

Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Measurement and Data			
Students at Grade 4:			
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.			
MD 1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*		Gr. 5	Standards American measures, Gr. 3, Metric measures, Gr. 5
MD 2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	Y		Decimal solutions at Gr. 5
MD 3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*	Y		
Represent and interpret data.			
MD 4. Make a line plot to display a data set of			

measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection*	Y		
Geometric measurement: understand concepts of angle and measure angles.			
MD 5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees		Gr. 5	
MD 6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.		Gr. 6	Forms drawn freehand at Gr. 4, at Gr. 6 with protractor
MD 7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.		Gr. 6	
Geometry			
Students at Grade 4:			
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.			
G 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.		Gr. 6	

G. 2. 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**. (Two dimensional shapes should include special triangles, e.g., equilateral, isosceles, scalene, and special quadrilaterals, e.g., rhombus, square, rectangle, parallelogram, trapezoid.) CA**		Gr. 6	
G 3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.		Gr. 6	

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Grade Five

Common Core Standards Placement Tables

Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process

Each Grade Level document includes:

- **A Waldorf Curriculum Summary for the Grade**
- **Common Core Standards Tables for English Language Arts**
- **Common Core Standards Tables for Mathematics**

Designed to be a Working Document for School and Teacher Use

Grade 5 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

The fifth grader has grown more accustomed to being an individual; yet, like the third grader, s/he is about to leave another phase of childhood behind and cross the threshold into adolescence. The fifth graders often achieve a temporary balance in their development, exhibiting their potential for all that they are to become in their later lives. The curriculum not only continues to build on and integrate established foundations, but introduces new elements to prepare the child for the next step forward.

In the **language arts** curriculum, the fifth grade child journeys back to the dawn of western civilization in ancient India, Persia, Egypt and Greece. The teacher gives the children a sense of each cultural epoch so that they may begin to understand how human consciousness has evolved through time. Through the study of mythology, music, art and primary textual sources, the student experiences how these cultures viewed the world. In his/her written work, the student retells the epics of the Ramayana the Mahabharata, Gilgamesh, the Iliad and the Odyssey. S/he recites quotations from ancient texts, and in his/her dramatic work takes on the characters from the epics they have studied.

Ancient history in the fifth grade starts with the "childhood" of civilized humanity in ancient India, Persia, the great cultures of Mesopotamia (the Chaldeans, the Assyrians, and the Babylonians) and Egypt. The class then moves on to ancient Greece and the birth of modern civilization: the foundations of philosophy, science, history, drama and art were laid while Athens and Sparta fought for independence against the mighty Persian empire. The fifth grade year ends with the story of Alexander the Great, who conquered the ancient peoples previously studied, unifying, for a short time, this variety of cultures—a forecast of the study of the Roman Empire in Grade 6.

The study of **geography** serves to complement the study of ancient cultures. While history leads the children deeper into themselves, geography takes them to the farthest reaches of the earth. The historical study of the ancient cultures includes an overview of the lands where these civilizations emerged. The teacher strives to give the children a sense for the great contrasts between different geographical regions, and geography awakens in the child a feeling of relatedness with fellow human beings living in all other parts of the world.

In addition, the geography of the North American continent is studied. The student develops an understanding for the major mountain ranges and river systems, and how these landforms influence the rest of the continent. The teacher strives to give the child a sense for the contrasts between the different regions of North America in terms of topography, vegetation, animal life

and human use of the land from ancient times to the present.

In **mathematics**, fractions and decimals continue to be the chief concern in the fifth grade. The student learns to move freely between these two numbering systems, and the use of percentage is introduced. The deep mathematical wisdom of ancient Egypt, as embodied in the Great Pyramid of Giza, offers a concrete introduction to geometry. The relationship between radius, diameter, circumference and area of a circle is explored, and pi is introduced.

The **science** curriculum for the fifth grade focuses on the plant kingdom. Beside the discovery of the physical characteristics of the earth, studied in geography at this grade, the fifth grader studies the plant life that grows upon its surface. They learn that the world of plants is made up of many different families, from the simple mushroom to the rose to the mighty oak tree; the scope of the lessons then expands to an investigation of how climate and geography affect plant growth. The children learn that there is order and structure in all that surround them in the natural world.

Grade 5 Curriculum Components

- **Math:** Decimals; fractions; percentages; metric system; negative numbers; introduction to geometry
- **Language Arts:** Elements of grammar; spelling; punctuation; compositions; Greek myths
- **Science:** Botany; introduction to inductive method; continuation of gardening and nature studies
- **History & Social Studies**: Ancient civilizations through Greek times
- **Geography:** American geography as related to vegetation, agriculture, culture and economics
- **Handwork:** Knitting socks using four needles
- **Woodworking:** Convex Surfaces: carved egg, buttons and beads, chopsticks, animal cut-outs
- **Foreign Language**: Continuing instruction in a foreign langauge with further bookwork and grammar, cultural appreciation, poetry, beginning reading
- **Visual & Performing Arts**: Calligraphy; painting; clay modeling; woodworking; drama, singing; recorder; choir; instrumental ensemble
- **Movement/Physical Education/Game**s: Games exploring strength and strategy; games with multiple props; games with team goals

Common Core Standards Table, Grade 5
English Language Arts: *Reading Literature*

Common Core Standards, ELA **Grade 5: *Reading Literature***	**Student Achievement** **In the Waldorf Curriculum**		
Student Achievement **In the Waldorf Curriculum**	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
Key Ideas and Details			
RL 1.Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Y		
RL 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Y		
RL 3.Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Y		
Craft and Structure			
RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **(See grade 5 Language standards 4-6 for additional expectations.) CA**	Y		
RL 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		Gr. 6	
RL 6. Describe how a narrator's or speaker's point of view influences how events are described.		Gr. 6	
Integration of Knowledge and Ideas			
RL 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).		Gr. 7	

RL 8. (Not applicable to literature)			
RL 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		Gr. 6	
Range of Reading and Level of Text Complexity			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	Y		

Common Core Standards, Grade 5
English Language Arts: *Reading Informational Text*

Common Core Standards, ELA **Grade 5: *Reading Informational Texts***	**Student Achievement** **In the Waldorf Curriculum**		
Student Achievement **In the Waldorf Curriculum**	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
Key Ideas and Details			
RI 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Y		
RI 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Y		
RI 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.		Gr. 6	
Craft and Structure			
RI 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. **(See grade 5 Language standards 4-6 for additional expectations.) CA**	Y		
RI 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		Gr. 6	
RI 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		Gr. 8	Introduced at Gr. 7
Integration of Knowledge and Ideas			
RI 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Y		Digital sources in Gr. 7

RI 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Y		
RI 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Y		
Range of Reading and Level of Text Complexity			
RI 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Y		

Common Core Standards, Grade 5
English Language Arts: *Reading Foundational Skills*

Common Core Standards **Grade 5: Reading Foundational Skills**	**Student Achievement** **In the Waldorf Curriculum**		
Student Achievement **In the Waldorf Curriculum**	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 5:			
Print Concepts			
RFA1. Not in CC at Grade 5			
Phonological Awareness			
RFS 2. Not in CC at Grade 5			
Phonics and Word Recognition			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words.	Y		
RFS 3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context	Y		
Fluency			
RFS 4. Read with sufficient accuracy and fluency to support comprehension.	Y		
RFS 4a. Read on-level text with purpose and understanding.	Y		
RFS 4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Y		
RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Y		

Common Core Standards, Grade 5
English Language Arts: *Writing*

Common Core Standards, ELA Grade 5: *Writing*	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
Text Types and Purposes			
W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		Gr. 6	
W 1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.		Gr. 6	
W 1b. Provide logically ordered reasons that are supported by facts and details.		Gr. 6	
W 1c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).		Gr. 6	
W 1 d. Provide a concluding statement or section related to the opinion presented.		Gr. 6	
W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Y		
W 2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Y		
W 2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Y		

W 2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Provide a concluding statement or section related to the information or explanation presented.	Y		
W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. .	Y		
W 3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Y		
W 3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Y		
W 3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Y		
W 3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Y		
W 3e. Provide a conclusion that follows from the narrated experiences or events.	Y		
Production and Distribution of Writing			
W 4. Produce clear and coherent writing **(including multiple-paragraph texts)** in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **CA**	Y		
W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	Y		

approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)			
W 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.		Gr. 8	Introduced at Gr. 7
Research to Build and Present Knowledge			
W 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Y		
W 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Y		Digital sources Introduced in Gr. 7
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		Gr. 6	
W 9a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	Y		
W 9b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").		Gr. 6	
Range of Writing			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Y		

Common Core Standards, Grade 5
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Grade 5: *Speaking and Listening*	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
Comprehension and Collaboration			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Y		
SL 1b. Follow agreed-upon rules for discussions and carry out assigned roles.	Y		
SL 1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	Y		
SL 1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Y		
SL 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Y		
SL 3. Summarize the points a speaker **or media source** makes and explain how each claim is supported by reasons and evidence, **and identify and analyze any logical fallacies. CA**		Gr. 7	

Presentation of Knowledge and Ideas			
SL 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Y		Topic or text at Gr. 5, opinion at Gr. 6
SL 4a. 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. CA		Gr. 6	
SL 4b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA	Y		
SL 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		Gr. 7	
SL 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 5
English Language Arts: *Language*

Common Core Standards, ELA Grade 5: *Language*	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
Conventions of Standard English			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L 1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		Gr. 6	
L 1b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. .		Gr. 6	
L 1c. Use verb tense to convey various times, sequences, states, and conditions.	Y		
L 1d. Recognize and correct inappropriate shifts in verb tense.	Y		
L 1e. Use correlative conjunctions (e.g., either/or, neither/nor).		Gr. 6	
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use punctuation to separate items in a series.	Y		

L 2b. Use a comma to separate an introductory element from the rest of the sentence.	Y		
L 2c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	Y		
L 2d. Use underlining, quotation marks, or italics to indicate titles of works.	Y		
L 2e. Spell grade-appropriate words correctly, consulting references as needed.	Y		
Knowledge of Language			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		
L 3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Y		
L 3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.		Gr. 6	
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies.	Y		
L 4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Y		
L 4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).		Gr. 6	Greek in Gr. 5; Latin in Gr. 6

L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices *in all content areas*. CA**	Y		Digital in Gr. 7
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		Gr. 8	Developed throughout the grades
L 5a. Interpret figurative language, including similes and metaphors, in context.		Gr. 6	Developed throughout the grades
L 5b. Recognize and explain the meaning of common idioms, adages, and proverbs.	Y		
L 5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Y		
L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition).*	Y		

Common Core Standards: Grade 5 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Operations and Algebraic Thinking			
Students at Grade 5:			
Write and interpret numerical expressions.			
OAT 1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.		Gr. 7	
OAT 2. 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 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*		Gr.7	
OAT 2.1. 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 2x2x2x3. CA**	Y		
Analyze patterns and relationships.			
OAT 3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the*	Y		

resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.			

Common Core Standards: Grade 5 Mathematics	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
Students at Grade 5:			
Understand the place value system.			
NOBT 1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	Y		
NOBT 2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	Y		
NOBT 3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Y		
NOBT 4. Use place value understanding to round multi-digit whole numbers to any place.	Y		

Perform operations with multi-digit whole numbers and with decimals to hundredths.			
NOBT 5. Fluently multiply multi-digit whole numbers using the standard algorithm.	Y		
NOBT 6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Y		
NOBT 7. Add, subtract, multiply, and divide decimals to hundredths, 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 and explain the reasoning used.	Y		
Number and Operations—Fractions			
Use equivalent fractions as a strategy to add and subtract fractions.			
NOF 1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*	Y		
NOF 2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*	Y		

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.			
NOF 3. 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 or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*	Y		
NOF 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	Y		
NOF 4a. a. Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.).*	Y		
NOF 4b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	Y		
NOF 5. Interpret multiplication as scaling (resizing), by: NOF 5a. Comparing the size of a product to the size of one factor on the basis of the size of the	Y		

other factor, without performing the indicated multiplication. NOF 5b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n\ b)$ to the effect of multiplying a/b by 1.	Y		
NOF 6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	Y		
NOF 7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	Y		
NOF 7a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.	Y		
NOF 7b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.	Y		
NOF 7c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.	Y		

For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?			
NOF 5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.[4] *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100* .	Y		
NOF 6. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*	Y		
NOF 7. 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 **the number line or another** visual model. **CA**	Y		

[4] Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade. (CC)

Common Core Standards **Grade 5 Mathematics** **Student Achievement** **In the Waldorf Curriculum**	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Measurement and Data			
Students at Grade 5:			
Convert like measurement units within a given measurement system.			
MD 1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Y		
Represent and interpret data.			
MD 2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally*	Y		
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.			
MD 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a		Gr. 8	Introduced at Gr. 6

volume of *n* cubic units.			
MD 4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.		Gr. 8	Introduced at 6
MD 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.		Gr. 8	Introduced at 6
MD 5a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.		Gr. 8	Introduced at 6
MD 5b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.		Gr. 8	Introduced at 6
MD 5c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.		Gr.8	Introduced at 6
Geometry			
Students at Grade 5:			
Graph points on the coordinate plane to solve real-world and mathematical problems.			
G 1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in		Gr. 7	

the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).			
G 2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.		Gr. 7	
Classify two-dimensional figures into categories based on their properties.			
G 3. 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.*	Y		
G 4. Classify two-dimensional figures in a hierarchy based on properties.	Y		

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Grade 6

Common Core Standards Placement Tables

Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process

Each Grade Level document includes:

- **A Waldorf Curriculum Summary for the Grade**
- **Common Core Standards Tables for English Language Arts**
- **Common Core Standards Tables for Mathematics**

Designed to be a Working Document for School and Teacher Use

Grade 6 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the san Francisco Waldorf School.)

The children entering the twelfth year in the sixth grade begins to experience an important change in their physical bodies. In earlier years, their movements were naturally graceful (generally speaking), but now a certain clumsiness often appears, as if the children don't know quite what to do with their bodies. On the inner level the child is entering strongly into a conscious awareness of the skeletal system. The child is more aware of gravity and weight; growth in the skeletal and muscular systems challenge the student's capacities for balance and coordination, They are seeking a conscious recovery of order and control over themselves.

Science. With this increased awareness of the physical body, this is the appropriate time to introduce the study of the physical body of the earth and its mechanical laws. **Mineralogy** and **Geology** form a major unit of study in the sixth grade, focusing on comparative studies of major geographic and geologic formations, and on the identification and classification of mineral components of rocks.

Physics is also introduced this year. During the course of study, the child learns to understand and appreciate the phenomena of sound, light, heat, electricity, and magnetism, while developing his/her observational and explanatory skills. . It is at this stage that concepts based on the laws of mechanics are introduced. The introduction of the physical sciences at this age is also a response to the intellectual development of the sixth grade child, which is characterized by greater powers of discernment and judgment and a new capacity to grasp cause and effect.

The study of **Astronomy** is introduced this year, concentrating on those bodies of the solar system that are directly observable by the naked eye. The effects of the Sun and the Moon on the cyclical phenomena we experience on Earth are explored through observation and simple experimentation. The five "visible" planets are studied, and the major constellations of the Northern Hemisphere are identified. The telling of the myths behind the names of the constellations provides rich material for the creative writing exercises in sixth grade.

Mathematics. These abilities are further developed in the **mathematics** curriculum, which focuses on the introduction of practical business operations that govern the flow of money and commodities. This, of course, requires the ability to manipulate all arithmetic operations with facility. Elementary algebraic manipulations will also be gradually introduced over the course of the year, so that the child will better assimilate the systematic introduction of Algebra when it is presented intensively in the seventh grade.

Geometry instruction in sixth grade introduces the use of the modern compass and straight edge to construct the circle and polygons resulting from its division. Basic proofs will be derived

inductively through the construction of geometric forms; the child will learn to copy and bisect angles as well as construct parallel and perpendicular lines; and the concept of pi will be developed pictorially and arithmetically. Whereas geometric shapes have in the prior grades been drawn freehand as artistic exercises, the sixth grader learns the mathematical properties of these forms and strives to construct them with great accuracy using ruler and compass.

The **History** curriculum that governs much of the sixth grade **language arts** work takes as its theme Rome and medieval Christian Europe, and Moslem North Africa. The study of the Roman epoch begins with the mythical account of the travels of Aeneas and his founding of the city; it examines the evolution of Roman government, laws and rights through its successive rulers, the wars it waged, and its great achievements in technology and the arts; and it charts the events leading to its decline and the concomitant rise of Christianity and Islam.

The Roman epoch epitomizes in an historical sense what the children are experiencing in their bodies. Of all the ancient peoples the Romans most strongly dominated the physical world. Their cities, roads, aqueducts, the Roman army, and their conquest of the Western world - all these accomplishments match a feeling of ego-confidence and a consciousness of personal power that the sixth grader has: I can do anything! Yet equally important for the children is the example of how the excesses of the Roman period led to the eradication of other cultures, the fall of the Roman empire, and the Dark Ages.

The world enlarges for the sixth grade child in the study of **Geography.** Following the consideration of basic physical configurations as part of the Geology unit, the study of specific geographic regions extends to Europe and Africa. The emphasis is on the interrelationship between the environment and traditional human cultures and ways of living.

English Language Arts. The law-abiding, rule-bound culture of Rome offers an instructive backdrop for the sixth grade child in developing his/her English language skills. The Latin roots of common words and expressions are explored. Conventions of composition and research are elaborated upon this year, and the fundamentals of scientific writing are introduced to coincide with the science main lesson units. Formal grammar rules are also dealt with in greater detail. The beauty and order of calligraphy makes it another appropriate skill to be introduced in the sixth grade.

Grade 6 Curriculum Components

- **Math**: Introduction to Algebra; ratios; proportions; geometric formula and drawing with instruments; continuation of fractions, percentages, decimals
- **Language Arts**: Dictation; composition; spelling; Latin and Greek roots, etymology; biographies; mythological literature; drama
- **Science**: Mineralogy; introduction to physics: acoustics, electricity, magnetism, optics, heat; geocentric astronomy
- **History & Social Studies**: Roman and Medieval history; projects and reports
- **Geography**: European and African geography

- **Handwork**: Hand sewing three-dimensional animals with gussets, pattern making
- **Woodworking**: Concavity and Construction: spoon, letter opener, jointed toy
- **Foreign Language**: Continuing foreign language study with grammar work, historical and cultural studies, poetry, music, plays
- **Visual & Performing Arts**: Calligraphy; painting; clay modeling; mosaics; drama; choir; recorder; instrumental ensemble
- **Movement/Physical Education/Games**: Introduction to competitive games; more formal movement skills; complex strategy; calisthenics

Common Core Standards, Grade 6
English Language Arts: *Reading Literature*

Common Core Standards **ELA Grade 6: *Reading Literature***	**Student Achievement** **In the Waldorf Curriculum**		
Student Achievement **In the Waldorf Curriculum**	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
Key Ideas and Details			
RL 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		Gr. 7	Introduced in Gr. 6
RL 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Y		
RL 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Y		
Craft and Structure			
RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. **(See grade 6 Language standards 4–6 for additional expectations.) CA**	Y		
RL 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Y		
RL 6. Explain how an author develops the point of view of the narrator or speaker in a text.	Y		
Integration of Knowledge and Ideas			

RL 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.		Gr. 7	Introduced in Gr. 6 through comparison with a "live version" of the text.
RL 8. (Not applicable to literature)			
RL 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Y		
Range of Reading and Level of Text Complexity			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 6
English Language Arts: *Reading Informational Text*

Common Core Standards, ELA **Grade 6: *Reading Informational Texts***	**Student Achievement** **In the Waldorf Curriculum**		
Student Achievement **In the Waldorf Curriculum**	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
Key Ideas and Details			
RI 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		Gr. 7	Formal "analysis" Introduced in Gr. 6
RI 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Y		
RI 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Y		
Craft and Structure			
RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **(See grade 6 Language standards 4–6 for additional expectations.) CA**	Y		
RI 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Y		
RI 5a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA		Gr. 7	Analysis of electronic media text features at grade 8
RI 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Y		
Integration of Knowledge and Ideas			

RI 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Y		Digital and electronic media introduced in Gr. 6
RI 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.		Gr. 7	
RI 9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Y		
Range of Reading and Level of Text Complexity			
RI 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.	Y		

Common Core Standards, Grade 6
English Language Arts: *Writing*

Common Core Standards, ELA Grade 6:*Writing*	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
Text Types and Purposes			
W 1. Write arguments to support claims with clear reasons and relevant evidence.		Gr. 7	Introduced in Gr. 6
W 1a. Introduce claim(s) and organize the reasons and evidence clearly.		Gr. 7	Introduced in Gr. 6
W 1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		Gr. 7	Introduced in Gr. 6
W 1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		Gr. 7	Introduced in Gr. 6
W 1 d. Establish and maintain a formal style.		Gr. 7	Introduced in Gr. 6
W 1e. Provide a concluding statement or section that follows from the argument presented.		Gr. 7	Introduced in Gr. 6
W 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Y		
W 2a. Introduce a topic **or thesis statement**; 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**	Y		Topics, strategies, structural and formatting at Grade 6 Electronic graphics and formatting

W 2a. (note continued)			introduced at Grade 7.
W 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Y		
W 2c. Use appropriate transitions to clarify the relationships among ideas and concepts.	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Establish and maintain a formal style.	Y		
W 2f. Provide a concluding statement or section that follows from the information or explanation presented W 2.	Y		
W 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Y		
W 3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Y		
W 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Y		
W 3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Y		
W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Y		
W 3e. Provide a conclusion that follows from the narrated experiences or events.	Y		
Production and Distribution of Writing			
W 4. Produce clear and coherent writing in which the			

development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Y		
W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	Y		
W 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Y		Developing capacities to use technology in grades 7 and 8.
Research to Build and Present Knowledge			
W 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Y		
W 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Y	Gr. 7	
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Y		
W 9a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	Y		
W 9b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	Y		

Range of Writing			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Y		

Common Core Standards, Grade 6
English Language Arts: *Speaking and Listening*

Common Core Standards **Grade 6: ELA** ***Speaking and Listening***	**Student Achievement** **In the Waldorf Curriculum**		
Student Achievement **In the Waldorf Curriculum**	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
Comprehension and Collaboration			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Y		
SL 1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	Y		
SL 1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Y		
SL 1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Y		
SL 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Y		Digital Introduced in Gr. 7 Remove

SL 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		Gr. 7	
Presentation of Knowledge and Ideas			
SL 4. Present claims and findings **(e.g., argument, narrative, informative, response to literature presentations)**, sequencing ideas logically and using pertinent descriptions, facts, and details **and nonverbal elements** to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.**CA**	Y		
SL 4a. 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 vocabulary; and provides a strong conclusion. CA	Y		
SL 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Y		Digital Introduced in Gr. 7
SL 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 6
English Language Arts: *Language*

Common Core Standards, ELA Grade 6: *Language*	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
Conventions of Standard English			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L1 a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	Y		
L 1b. Use **all pronouns, including** intensive pronouns (e.g., *myself, ourselves*) **correctly. CA**	Y		
L 1c. Recognize and correct inappropriate shifts in pronoun number and person.	Y		
L 1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Y		
L 1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	Y		
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Y		
L 2b. Spell correctly.	Y		

Knowledge of Language			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		
L 3a. Vary sentence patterns for meaning, reader/ listener interest, and style.	Y		
L 3b. Maintain consistency in style and tone.	Y		
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.	Y		
L 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Y		
L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	Y		
L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Y		Digital Introduced in Gr. 7 Remove
L 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Y		
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Y		
L5 a. Interpret figures of speech (e.g., personification) in context.	Y		
L 5b. Use the relationship between particular words (e.g., cause/effect, part/whole,	Y		

item/category) to better understand each of the words.			
L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	Y		
L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Y		

Common Core Standards: Grade 6 Mathematics	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Ratios and Proportional Relationships			
Students at Grade 6:			
Understand ratio concepts and use ratio reasoning to solve problems.			
RPR 1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*	Y		
RPR 2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."*[1]		Gr. 8	Begins at Gr. 6
RPR 3. 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.	Y		Developed further in grades 7 and 8
RPR 3a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use		Gr. 8	Begins at Gr.6

[1] Expectations for unit rates in this grade are limited to non-complex fractions.

tables to compare ratios.			
RPR 3b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*	Y		
RPR 3c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	Y		
RPR 3d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	Y		

Common Core Standards: Grade 6 Mathematics	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
The Number System			
Students at Grade 6:			
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.			
NS 1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general,*	Y		

(a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?			
Compute fluently with multi-digit numbers and find common factors and multiples.			
NS 2. Fluently divide multi-digit numbers using the standard algorithm.	Y		
NS 3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Y		
NS 4. 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 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).*	Y		
Apply and extend previous understandings of numbers to the system of rational numbers.			
NS 5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.		Gr. 7	Introduced at Gr. 6
NS 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. NS 6a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself,		Gr. 7 Gr. 7	

e.g., –(–3) = 3, and that 0 is its own opposite. NS 6b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. NS 6c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.		Gr. 7 Gr. 7	
NS 7. Understand ordering and absolute value of rational numbers. NS 7a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.* NS 7b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write –3°C > –7°C to express the fact that –3°C is warmer than –7°C.* NS 7c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.* NS 7d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.*	Y	Gr. 7 Gr. 7 Gr. 7 Gr. 7	Introduced at Gr. 6 Introduced at Gr. 6 Introduced at Gr. 6 Introduced at Gr. 6
NS 8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second		Gr. 7	Introduced in Gr. 6

coordinate.			
Expressions and Equations			
Apply and extend previous understandings of arithmetic to algebraic expressions.			
EE 1. Write and evaluate numerical expressions involving whole-number exponents.		Gr. 7	
EE 2. Write, read, and evaluate expressions in which letters stand for numbers. EE 2a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.* EE 2b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.* EE 2c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6 s^2$ to find the volume and surface area of a cube with sides of length s = 1/2.*		Gr. 7 Gr. 7 Gr. 7 Gr. 7	
EE 3. Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of*		Gr. 7	

operations to y + y + y to produce the equivalent expression 3y.			
EE 4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*		Gr. 7	
Reason about and solve one-variable equations and inequalities.			
EE 5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.		Gr. 7	
EE 6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.		Gr. 7	
EE 7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.		Gr. 7	
EE 8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.		Gr. 7	
Represent and analyze quantitative relationships between dependent and independent variables.			
EE 9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the		Gr. 8	Introduced at Gr. 7

independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.*			
Geometry			
Solve real-world and mathematical problems involving area, surface area, and volume.			
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.		Gr. 7	Introduced in Gr. 6
G 2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas *V = l w h* and *V = b h* to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.		Gr. 8	
G 3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems..		Gr. 8	
G 4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.		Gr. 8	

Common Core Standards Grade 6 Mathematics **Student Achievement In the Waldorf Curriculum**	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Statistics and Probability			
Students at Grade 6:			
Develop understanding of statistical variability.			
SP 1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Y		
SP 2. Understand that a set of data collected to answer a statistical question has a distribution that can be described by its center, spread, and overall shape.		Gr. 8	
SP 3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.		Gr. 8	
Summarize and describe distributions			
SP 4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.		Gr. 8	
SP 5. Summarize numerical data sets in relation to their context, such as by: SP 5a. Reporting the number of observations. SP 5b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.		Gr. 8	

SP 5c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. SP 5d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.		Gr. 8	

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Grade Seven

Common Core Standards Placement Tables

Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process

Each Grade Level document includes:

- **A Waldorf Curriculum Summary for the Grade**
- **Common Core Standards Tables for English Language Arts**
- **Common Core Standards Tables for Mathematics**

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 7 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the san Francisco Waldorf School.)

The seventh grade can be a tremendously challenging and rewarding year for the children. The seventh grader stands on the brink of puberty. Not only are great physical changes taking place, but a major shift in cognitive development is also under way. The children are enthusiastic to express themselves and to assert their independence more strongly. Self-awareness and social relationships become a primary focus.

Historically, a similar period of change took place in Western civilization around the end of the fifteenth century. The study of the Renaissance, Reformation, and the Age of Exploration reflects what the children are experiencing within themselves. The children learn biographies of great figures who went against the traditional, prevailing views of their day in their own search for truth, freedom, and self-expression. Through studying the lives of Galileo, Martin Luther, Christopher Columbus, Elizabeth I, and others, the children find reassurance that in their struggle to become themselves they also can contribute to the world.

The Renaissance, which in Europe spans the years from 1400 to 1700, was the beginning of a whole new way of looking at the world. The transition from medieval to early modern thinking that this period exemplifies represents a change in consciousness from viewing the world as a symbolic representation of the spiritual world--to the empirical testing of the world through sense experiences. Exact measurement and factual accuracy and new conceptualizations of how the world works became central to thought and culture. Individualism found its expression in artistic and intellectual achievements. The European continent was overtaken by great intellectual and political upheavals, as the old world gave way to a striving to discover a new world both around and within themselves

In the **language arts**, the child will continue to develop and strengthen listening, speaking, reading, and writing skills while studying biographical stories and written documents from the Age of Exploration, the Italian Renaissance, the Reformation, and the Scientific Revolution. Expository and creative writing skills will be further expanded.

The basic concepts of **algebra and plane geometry** are the predominant subjects of the **mathematics** curriculum in the seventh grade. The general application and transformation of formulae and equations in practical life situations form a central part of mathematical study. Conscious work with geometric proofs continues, building up through triangles and parallelograms to deductive proofs of the Pythagorean theorem using shear, reflection, and rotation.

In the **sciences**, work continues with **physics.** In **mechanics,** simple machines are introduced: the lever, inclined plane, wedge, wheel and axle, pulley and screw. The concepts of effort and resistance are presented, and in their calculation the child is reinforced in his/her understanding of ratio. Work in **optics, heat, electricity, and magnetism** is extended, with an emphasis on the practical application of these phenomena.

The detailed observation of nature now leads the students back to a study of the human being. The seventh grade curriculum includes **physiology** units on the circulatory, respiratory, and nervous systems. At this age the children are particularly able to look at issues of health and nutrition in an objective way. The class considers those factors that foster health or illness in the human being, including an exploration of how various substances can promote one or the other condition.

Work with **chemistry** also begins in the seventh grade, with students examining the phenomena of combustion, the water cycle, and the nature of acids and bases. They discover through observation the properties of various substances and the ways in which they interrelate. Accurately executed descriptions and drawings are an integral part of this unit. In **physics** the children study the laws of refraction, reflection, heat, and electricity.

Tin the **arts**, perspective drawing on the study of both history and mathematics. The child learns how the Renaissance artists used the principles of geometry to develop the laws of perspective, and practices the application of these laws in original drawings. **Music** instruction is continued at a more advanced level with recorder, choral singing, and instrumental ensemble.

Grade 7 Curriculum Components

- **Math**: Algebra; mathematical thinking/theory; geometry proofs; introduction to mathematical uses of technology (using technology to analyze and present mathematical information)
- **Language Arts**: Creative writing; grammatical mechanics; critical thinking through study of literature and informational texts
- **Science**: Physics: mechanics; physiology: circulatory, respiratory and nervous systems; helio-centric astronomy; introduction to chemistry
- **History & Social Studies**: End of Middle Ages; Age of exploration; the Renaissance; projects and oral reports
- **Geography**: Geography of North and South America
- **Handwork**: Hand sewing, embroidery
- **Woodworking**: Initiation and Precision: May include bowl, metal-working, tool- making
- **Foreign Language**: Continuing foreign language with reading and writing, grammatical study and language structure, and historical and cultural study

- **Visual & Performing Arts**: Continuing music and drama; visual arts may include art history; calligraphy; clay modeling; perspective drawing; principles of drawing (negative space, texture, etc.); painting; soapstone carving
- **Movement/Physical Education/Games**: team games and team building, trust building games, complex strategy

Common Core Standards Table, Grade 7
English Language Arts: *Reading Literature*

Common Core Standards ELA Grade 7: *Reading Literature*	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
Key Ideas and Details			
RL 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Y		
RL 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Y		
RL 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Y		
Craft and Structure			
RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. **(See grade 7 Language standards 4–6 for additional expectations.) CA**	Y		
RL 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Y		
RL 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Y		
Integration of Knowledge and Ideas			
RL 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to		Gr. 8	

each medium (e.g., lighting, sound, color, or camera focus and angles in a film).			
RL 8. (Not applicable to literature)			
RL 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Y		
Range of Reading and Level of Text Complexity			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 7
English Language Arts: *Reading Informational Text*

Common Core Standards ELA Grade 7: *Reading Informational Texts*	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
Key Ideas and Details			
RI 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Y		
RI 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Y		
RI 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Y		
Craft and Structure			
RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. **(CA--See grade 7 Language standards 4–6 for additional expectations.)**	Y		
RI 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.		Gr. 8	Introduced at Gr. 7
RI 5a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA		Gr. 8	Introduced in Gr. 7
RI 6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.		Gr. 8	Introduced in Gr. 7

Integration of Knowledge and Ideas			
RI 7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Y		
RI 8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		Gr. 8	Introduced in Gr. 7
RI 9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		Gr. 8	Introduced in Gr. 7
Range of Reading and Level of Text Complexity			
RI 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.	Y		

Common Core Standards, Grade 7
English Language Arts: *Writing*

Common Core Standards **Grade 7: ELA *Writing***	**Student Achievement** **In the Waldorf Curriculum**		
Student Achievement **In the Waldorf Curriculum**	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
Text Types and Purposes			
W 1. Write *arguments* to support claims with clear reasons and relevant evidence.	Y		
W 1a. Introduce claim(s), acknowledge **and address** alternate or opposing claims, and organize the reasons and evidence logically. **CA**	Y		
W 1b. Support claim(s) **or counterarguments** with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **CA**	Y		
W 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Y		
W 1 d. Establish and maintain a formal style.	Y		
W 1e. Provide a concluding statement or section that follows from and supports the argument presented.	Y		
W 2. Write *informative/explanatory texts* to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Y		
W 2a. Introduce a topic **or thesis statement** clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect;		Gr. 8	Introduced in Gr. 7

include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **CA**			
W 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Y		
W 2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Establish and maintain a formal style.	Y		
W 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Y		
W 3. Write *narratives* to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Y		
W 3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Y		
W 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Y		
W 3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Y		
W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Y		
W 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Y		

Production and Distribution of Writing			
W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Y		
W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)	Y		
W 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.		Gr. 8	Initial use in Gr. 7, Expanding in Gr. 8
Research to Build and Present Knowledge			
W 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Y		
W 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		Gr. 8	Introduced in Gr. 7
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Y		
W 9a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").	Y		
W 9b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and	Y		

the evidence is relevant and sufficient to support the claims").			
Range of Writing			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Y		

Common Core Standards, Grade 7
English Language Arts: *Speaking and Listening*

Common Core Standards **Grade 7: ELA** ***Speaking and Listening***	**Student Achievement** **In the Waldorf Curriculum**		
Student Achievement **In the Waldorf Curriculum**	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
Comprehension and Collaboration			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Y		
SL 1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	Y		
SL 1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	Y		
SL 1d. Acknowledge new information expressed by others and, when warranted, modify their own views.	Y		
SL 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how		Gr. 8	Begins in Gr. 7, Expands in Gr. 8

the ideas clarify a topic, text, or issue under study.			
SL 3. Delineate a speaker's argument and specific claims, **and attitude toward the subject,** evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. **CA**		Gr. 8	Introduced in Gr. 7; Additional development in gr. 8 and beyond
Presentation of Knowledge and Ideas			
SL 4. Present claims and findings **(e.g., argument, narrative, summary presentations),** emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **CA**	Y		
SL 4a. **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. CA**		Gr. 8	Introduced in Gr. 7
SL 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		Gr. 8	Introduced in Gr. 7
SL 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 7
English Language Arts: *Language*

Common Core Standards Grade 7 **ELA: *Language***	**Student Achievement** **In the Waldorf Curriculum**		
Student Achievement **In the Waldorf Curriculum**	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
Conventions of Standard English			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L 1a. Explain the function of phrases and clauses in general and their function in specific sentences.	Y		
L 1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Y		
L 1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	Y		
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).	Y		
L 2b. Spell correctly.	Y		
Knowledge of Language			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		

L 3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Y		
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.	Y		
L 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Y		
L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).	Y		
L 4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech **or trace the etymology of words**. **CA**	Y		
L 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Y		
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Y		
L 5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	Y		
L 5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Y		

L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).	Y		
L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Y		

Common Core Standards: Grade 7 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Ratios and Proportional Relationships			
Students at Grade 7:			
Analyze proportional relationships and use them to solve real-world and mathematical problems.			
RPR 1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction $^{1/2}/_{1/4}$ miles per hour, equivalently 2 miles per hour.*	Y		
RPR 2. Recognize and represent proportional relationships between quantities. RPR 2a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. RPR 2b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. RPR 2c. Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn*.		Gr. 8 Gr. 8 Gr. 8 Gr. 8	RPR 2, a, b, and c, Introduced at Grade 7

RPR 2d. Explain what a point *(x, y)* on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, *r)* where *r* is the unit rate.		Gr. 8	
RPR 3. Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*		Gr. 8	Introduced in Grade 6
The Number System			
Students at Grade 7:			
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.			
NS 1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. NS 1a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.* NS 1b. Understand $p + q$ as the number located a distance $\|q\|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. NS 1c. Understand subtraction of rational numbers as adding the additive inverse, $p – q = p + (–q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	Y Y Y Y		

NS 1d. Apply properties of operations as strategies to add and subtract rational numbers.	Y		
NS 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.		Gr. 8	Introduced in Gr. 7
NS 2a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.		Gr. 8	Introduced in Gr. 7
NS 2b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $–(p/q) = (–p)/q = p/(–q)$. Interpret quotients of rational numbers by describing real world contexts.		Gr. 8	Introduced in Gr. 7
NS 2c. Apply properties of operations as strategies to multiply and divide rational numbers.		Gr. 8	Introduced in Gr. 7
NS 2d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.		Gr. 8	Introduced in Gr. 7
NS 3. Solve real-world and mathematical problems involving the four operations with rational numbers.	Y		

Common Core Standards: Grade 7 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Expressions and Equations			
Students at Grade 7:			
Use properties of operations to generate equivalent expressions.			
EE 1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.		Gr. 8	
EE 2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."*		Gr. 8	
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.			
EE 3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about*		Gr. 8	Introduced in Grade 7

9 inches from each edge; this estimate can be used as a check on the exact computation.			
EE 4. 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.		Gr. 8	
EE 4a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*	Y		Continues in Gr. 8
EE 4b. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*		Gr. 8	Introduced in Gr. 7
Geometry			
Draw, construct, and describe geometrical figures and describe the relationships between them.			
G 1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Y		Continues in Gr. 8
G 2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when	Y		Not typically done with technology at grade 7 (See summary note at

the conditions determine a unique triangle, more than one triangle, or no triangle.			the end of this Gr. 7 document.)
G 3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.		Gr. 8	Introduced in Gr. 7
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.			
G 4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	Y		
G 5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	Y		
G 6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.		Gr. 8	Introduced in Gr. 7
Statistics and Probability			
Use random sampling to draw inferences about a population.			
SP 1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.		Gr. 8	Introduced in Gr. 7
SP 2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.		Gr. 8	Introduced in Gr. 7

For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be. .			
Draw informal comparative inferences about two populations.			
SP 3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*		Gr. 8	
SP 4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*		Gr. 8	
Investigate chance processes and develop, use, and evaluate probability models..			
SP 5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.		Gr. 8	
SP 6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative		Gr. 8	

frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*			
SP 7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.		Gr. 8	
SP 7a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*		Gr. 8	
SP 7b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*		Gr. 8	
SP 8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. SP 8a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.		Gr. 8	
SP 8b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.		Gr. 8	

SP 8c. Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*		Gr. 8	

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Grade Eight

Common Core Standards Placement Tables

Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process

Each Grade Level document includes:

- **A Waldorf Curriculum Summary for the Grade**
- **Common Core Standards Tables for English Language Arts**
- **Common Core Standards Tables for Mathematics**

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 8 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the san Francisco Waldorf School.)

Like Janus, the Roman god of doorways, the eighth grader is looking in two directions simultaneously. On the one hand, the eighth grade is the culmination of the student's experience. It is a time of reflection, of summing up, and all the bittersweet feelings associated with an ending. At the same time, the eighth grader's gaze is turned towards the future and a new beginning. He or she fears, yet yearns for, the immense changes anticipated there. The eighth grade curriculum must address both of these impulses. The focus of the former is concentrated in the daily practice classes, where review and consolidation of practical skills and capacities are emphasized. In addition, the children's capacity for logical thinking and independent judgment fully awakens at this time. The authority of the class teacher gives way to the individual student's search for truth.

In the language arts there is an increasing emphasis on nuances of style and grammar in the student's expository and creative writing. Students read and study modern literature and works from across the curriculum, and produce a class play.

The mathematics curriculum concentrates on the application of arithmetic operations in practical and scientific situations, Algebra studies continue, and the students are introduced to the binary system, which made possible the development of computers. They learn the principles of solid geometry, and actually construct the five platonic solids.

The forward-looking impulse is best addressed in the main lesson, and in particular, the history curriculum. Whereas the seventh grade took as its theme the intellectual and aesthetic flowering of the Renaissance, the eighth grade is fully present in modern times. Its aim is to bring the accumulated image of world civilization up to the present day. Nothing characterizes the modern period better than the great revolutions—the industrial, political, and scientific revolutions that pulled down the old monarchial orders, and, in turn, gave rise to the struggles for individual freedoms and human rights. All these have had far-reaching cultural consequences, and it is important that the students consciously realize and appreciate this as they themselves are carried into the turmoil of adolescence.

The science curriculum in the eighth grade encompasses physics, chemistry and anatomy. The teacher demonstrates how the discovery and application of scientific principles contributed directly to the development of our modern technological society. In physics, the study of acoustics, optics, heat and electro-magnetism is extended through hydraulics and aeromechanics. The organic chemistry block covers sugars, starches, proteins, and fats-- focusing on those processes by which organic substances are formed (e.g., photosynthesis) and transformed (as in digestion). Health, hygiene and nutrition are also addressed.

Choral singing expands in the eighth grade to three and four-part harmonies to take advantage of the range of voices found in the adolescent class. The recorder program expands to include alto and tenor recorders, and instrumental ensembles take on more challenging work.

At the end of eighth grade, the students have successfully achieved the balance and intellectual curiosity necessary to step out into the greater world offered by high school--where the creative and developmentally-appropriate grade school curriculum is met and transformed into an intellectually-stimulating, college preparatory education.

Grade 8 Curriculum Components

- **Mathematics**: Continue Algebra; geometry; practical. technological, and scientific applications of mathematics
- **Language Arts**: Composition: essays, research reports, short stories, poetry
- **Literature**: short stories, poetry, Shakespearean drama
- **Science:** Physics; organic chemistry; human anatomy (muscles, bones, ears, eyes)
- **History & Social Studies**: The Age of Revolutions; American History; The Twentieth Century; Liberation Movements throughout the World; research reports
- **Geography**: Asian Geography
- **Handwork**: Machine sewing
- **Woodworking**: Developing authority and mastery of skills: may include creating a bench, chair or stool, relief carving, a box, dug-out canoe, and/or a gift to the school;
- **Foreign Language**: Continuing foreign language instruction with review and consolidation, re-telling stories, acting out dramas and plays, music and poetry, modern culture
- **Visual & Performing Arts**: Drawing; clay modeling; painting; portraiture; choir; recorder; instrumental ensemble, Shakespearean drama
- **Movement/Physical Education/Games**: team games and team building, trust building games, complex strategy

Common Core Standards: Grade 8
English Language Arts: *Reading Literature*

Common Core Standards, ELA **Grade 8: *Reading Literature***	**Student Achievement** **In the Waldorf Curriculum**		
Student Achievement **In the Waldorf Curriculum**	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
Key Ideas and Details			
RL 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Y		
RL 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Y		
RL 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Y		
Craft and Structure			
RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **(See grade 8 Language standards 4–6 for additional expectations.) CA**	Y		
RL 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Y		
RL 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Y		
Integration of Knowledge and Ideas			

RL 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Y		Developed further throughout the high school years—and beyond
RL 8. (Not applicable to literature)			
RL 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Y		Development continues throughout the high school years—and beyond
Range of Reading and Level of Text Complexity			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	Y		

Common Core Standards, Grade 8
English Language Arts: *Reading Informational Text*

Common Core Standards ELA **Grade 8: *Reading Informational Texts***	**Student Achievement** **In the Waldorf Curriculum**		
Student Achievement **In the Waldorf Curriculum**	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
Key Ideas and Details			
RI 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Y		
RI 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Y		
RI 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Y		
Craft and Structure			
RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **(See grade 8 Language standards 4–6 for additional expectations.) CA**	Y		
RI 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Y		
RI 5a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. CA	Y		
RI 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and	Y		

responds to conflicting evidence or viewpoints.			
Integration of Knowledge and Ideas			
RI 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Y		
RI 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Y		
RI 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Y		
Range of Reading and Level of Text Complexity			
RI 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.	Y		

Common Core Standards, Grade 8
English Language Arts: *Writing*

Common Core Standards, ELA Grade 8: *Writing*	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
Text Types and Purposes			
W 1. Write arguments to support claims with clear reasons and relevant evidence.	Y		
W 1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Y		
W 1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Y		
W 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Y		
W 1 d. Establish and maintain a formal style.	Y		
W 1e. Provide a concluding statement or section that follows from and supports the argument presented.	Y		
W 2. Write informative/explanatory texts, **including career development documents (e.g., simple business letters and job applications),** to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **CA**	Y		

W 2a. Introduce a topic **or thesis statement** 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. **CA**	Y		
W 2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Y		
W 2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Establish and maintain a formal style.	Y		
W 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Y		
W 3. Write *narratives* to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Y		
W 3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Y		
W 3b. Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.	Y		
W 3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	Y		
W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and	Y		

events.			
W 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Y		
Production and Distribution of Writing			
W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Y		
W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)	Y		
W 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Y		
Research to Build and Present Knowledge			
W 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Y		
W 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Y		
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Y		
W 9a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or	Y		

character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").			
W 9b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	Y		
Range of Writing			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Y		

Common Core Standards, Grade 8
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Grade 8: *Speaking and Listening*	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
Comprehension and Collaboration			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues,* building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Y		
SL 1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Y		
SL 1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	Y		
SL 1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	Y		
SL 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Y		

SL 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Y		
Presentation of Knowledge and Ideas			
SL 4. Present claims and findings **(e.g., argument, narrative, response to literature presentations)**, 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. **CA**	Y		
SL 4a. **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. CA**	Y		
SL 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Y		
SL 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 8
English Language Arts: *Language*

Common Core Standards, ELA Grade 8: *Language*	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
Conventions of Standard English			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L 1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	Y		
L 1b. Form and use verbs in the active and passive voice.	Y		
L 1c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Y		
L 1d. Recognize and correct inappropriate shifts in verb voice and mood.	Y		
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Y		
L 2b. Use an ellipsis to indicate an omission.	Y		
L 2c. Spell correctly.	Y		
Knowledge of Language			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		

L 3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Y		
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.	Y		
L 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Y		
L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	Y		
L 4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech **or trace the etymology of words**. **CA**	Y		
L 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Y		
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Y		
L 5a. Interpret figures of speech (e.g. verbal irony, puns) in context.	Y		
L 5b. Use the relationship between particular words to better understand each of the words.	Y		

L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute).*	Y		
L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Y		

Common Core Standards: Grade 8 Mathematics	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
The Number System			
Students at Grade 8:			
Know that there are numbers that are not rational, and approximate them by rational numbers.			
NS 1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	Y		
NS 2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π2). *For example, by truncating the decimal expansion of √2, show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*	Y		
Expressions and Equations			
Students at Grade 8:			
Work with radicals and integer exponents.			
EE 1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.*	Y		

EE 2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.	Y		
EE 3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.*	Y		
EE 4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	Y		
Understand the connections between proportional relationships, lines, and linear equations.			
EE 5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*	Y		
EE 6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.	Y		
Analyze and solve linear equations and pairs of simultaneous linear equations.			
EE 7. Solve linear equations in one variable.	Y		

EE 7a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form *x* = *a*, *a* = *a*, or *a* = *b* results (where *a* and *b* are different numbers).	Y		
EE 7b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	Y		
EE 8. Analyze and solve pairs of simultaneous linear equations.	Y		
EE 8a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	Y		
EE 8b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.*	Y		
EE 8c. Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*	Y		

Common Core Standards: Grade 8 Mathematics	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Functions			
Students at Grade 8:			
Define, evaluate, and compare functions.			
F 1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	Y		
F 2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*	Y		
F 3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*	Y		
Use functions to model relationships between quantities.			
F 4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate	Y		

of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.			
F 5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	Y		
Geometry			
Students at Grade 8:			
Understand congruence and similarity using physical models, transparencies, or geometry software.			
G 1. Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.	Y		
G 2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	Y		
G 3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	Y		
G 4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	Y		

G 5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*	Y		
Understand and apply the Pythagorean Theorem.			
G 6. Explain a proof of the Pythagorean Theorem and its converse.	Y		
G 7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	Y		
G 8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	Y		
Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.			
G 9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	Y		
Statistics and Probability			
Students at grade 8:			
Investigate patterns of association in bivariate data.			
SP 1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	Y		

SP 2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	Y		
SP 3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*	Y		
SP 4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*	Y		

Summary Notes and Comments

1, **All** of the Common Core Standards in Mathematics, Grades K-8, are included in the placements in the Tables for Student Achievement in Mathematics in the Waldorf Curriculum. None are missing, and it is anticipated that Waldorf graduates from K-8 Waldorf-Inspired Public Schools will be fully prepared for success in any high school mathematics curriculum aligned to the Common Core for Grades 9-12, including more advanced coursework.

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Common Core Standards:
Literacy in History/Social Studies, Science, and Technical Subjects:

Reading in History/Social Studies
Reading in Science and Technical Subjects
Writing in History/Social Studies, Science, and Technical Subjects

Grades Six through Eight

Common Core Standards Placement Tables

The Literacies are to be addressed regularly across the curriculum as appropriate throughout Grades Six, Seven, and Eight. Note that the Alliance recommends, based on its review, that all of these Common Core Standards are appropriate for and will be attained by students in the Waldorf-Inspired Public Schools by the completion of Grade Eight.

The Literacy Standards are specified in the pages that follow.

Designed to be a Working Document for School and Teacher Use

Common Core Standards: Grades 6-8
Literacy in History/Social Studies, Science, and Technical Subjects:

Reading in History/Social Studies
Reading in Science and Technical Subjects
Writing in History/Social Studies, Science, and Technical Subjects

The Common Core Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines.

Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

--*From* the Introduction to the ***Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects,*** *California edition, March 2013, (p. iii).*

Note: For this Alliance document, only the Literacy Standards for grades 6-8 are included in the Tables below. The Literacy Standards for Grade 9-12 are included in the full ELA Standards document (See the Resources page for the link to the full document.)

Common Core Standards: Grades 6-8
Literacy in History/Social Studies, Science, and Technical Subjects:
Reading in History/Social Studies

Common Core Standards: Literacy in History/Social Studies, Science, and Technical Subjects **Grades 6-8:** ***Reading in History/Social Studies***	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students in Grades 6-8:			
Key Ideas and Details			
RHSS 1. Cite specific textual evidence to support analysis of primary and secondary sources.	Y		
RHSS 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Y		
RHSS 3. 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).	Y		
Craft and Structure			
RHSS 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Y		
RHSS 5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	Y		
RHSS 6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Y		
Integration of Knowledge and Ideas			

RHSS 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Y		Electronic media introduced In grades 7-8
RHSS 8. Distinguish among fact, opinion, and reasoned judgment in a text.	Y		
RHSS 9. Analyze the relationship between a primary and secondary source on the same topic.	Y		
Range of Reading and Level of Text Complexity			
RHSS 10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	Y		

Common Core Standards, Grades 6-8
Literacy in History/Social Studies, Science, and Technical Subjects:
Reading in Science and Technical Subjects

Common Core Standards: Literacy in History/Social Studies, Science, and Technical Subjects **Grades 6- 8:** ***Reading in Science and Technical Subjects***	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students in Grades 6- 8:			
Key Ideas and Details			
RST 1. Cite specific textual evidence to support analysis of science and technical texts.	Y		
RST 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	Y		
RST 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Y		
Craft and Structure			
RST 4. Determine the meaning of symbols, 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.*	Y		
RST 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	Y		
RST 6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Y		

Integration of Knowledge and Ideas			
RST 7. 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, or table).	Y		
RST 8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Y		
RST 9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Y		Use of electronic media begins in Grades 7 and 8.
Range of Reading and Level of Text Complexity			
RST 10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	Y		

Common Core Standards, Grades 6-8
Literacy in History/Social Studies, Science, and Technical Subjects: *Writing*

Common Core Standards: Literacy in History/Social Studies, Science, and Technical Subjects **Grades 6- 8: *Writing***	**Student Achievement In the Waldorf Curriculum**		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students in Grades 6-8:			
Text Types and Purposes			
W 1. Write arguments focused on *discipline-specific content*. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	Y		The "Y" (Yes) applies to all component parts of the standard (a.–e.).

W 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Y		The "Y" (Yes) applies to all component parts of the standard (a.–f.).
W 3. See Note, below. (Not applicable as a separate requirement.)	Y		
Production and Distribution of Writing			
W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Y		
W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Y		
W 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Y		Use of electronic media begins in Grades 7 and 8.

Research to Build and Present Knowledge			
W 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Y		
W 8. Gather relevant information from multiple print and digital sources **(primary and secondary),** 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. **CA**	Y		Use of electronic media begins in Grades 7 and 8.
W 9. Draw evidence from informational texts to support analysis reflection, and research.	Y		
Range of Writing			
W 10. Write routinely over extended time frames (time for 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.	Y		

Note (W3): Students' narrative skills continue to grow in these grades. The Literacy Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. *(Note from the Common Core Literacy Standards)*

Common Core State Standards

College and Career Readiness (CCR) Anchor Standards

For English Language Arts

The grade-specific standards (in the Tables above) define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

*From the **Common Core State Standards,** as adopted by the California State Board of Education, August 2010 (pre-publication version, March 2013).*

College and Career Readiness Anchor Standards for Reading

The grade-specific standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

* Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes[*]

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[*] These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.