

RL.1: LEARNING OUTCOME FOR READING LITERATURE

Read and comprehend a variety of literature independently and proficiently.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>K.RL.1.a.1: Attend to group reading activities.</p>	<p>1.RL.1.a.1: With support, read a variety of literature.</p>	<p>2.RL.1.a.1: Read a variety of literature.</p>	<p>3.RL.1.a.1: Read a variety of grade level appropriate literature.</p> <p>3.RL.1.a.2: Comprehend a variety of grade level appropriate literature.</p>	<p>4.RL.1.a.1: Read a variety of grade level appropriate literature.</p> <p>4.RL.1.a.2: Comprehend a variety of grade level appropriate literature.</p>	<p>5.RL.1.a.1: Read a variety of grade level appropriate literature.</p> <p>5.RL.1.a.2: Comprehend a variety of grade level appropriate literature.</p>

RL.2: KEY IDEAS AND TEXTUAL SUPPORT

Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>K.RL.2.1.a.1: Find story elements (e.g., who was the story about; where did the story happen) to demonstrate understanding of character, setting, and plot in a text, with support.</p>	<p>1.RL.2.1.a.1: Choose, find, or label the story elements (e.g., who was the story about; where did the story happen) to demonstrate understanding of character, setting, and plot in a text, with support.</p>	<p>2.RL.2.1.a.1: Choose, find, or label the story elements (e.g., who was the story about; where did the story happen) to demonstrate understanding of character, setting, and plot in a text.</p>	<p>3.RL.2.1.a.1: Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>4.RL.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly.</p> <p>4.RL.2.1.a.2: Refer to details and examples in a text when drawing basic inferences from a work of literature.</p>	<p>5.RL.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly.</p> <p>5.RL.2.1.a.2: Refer to specific text evidence to support inferences.</p>
<p>K.RL.2.2.a.1: Retell with support familiar stories, poems, or nursery rhymes.</p>	<p>1.RL.2.2.a.1: Choose, find, or label the beginning, middle, and ending of stories, including fables and fairy tales.</p> <p>1.RL.2.2.a.2: Retell the central message or lesson.</p>	<p>2.RL.2.2.a.1: Choose, find, or label the beginning, middle, and ending of stories, including fables and folktales from diverse cultures.</p> <p>2.RL.2.2.a.2: Identify the main idea, lesson or moral.</p>	<p>3.RL.2.2.a.1: Retell folktales, fables, and tall tales from diverse cultures.</p> <p>3.RL.2.2.a.2: Identify a theme in a folktale, fable, and tall tale.</p>	<p>4.RL.2.2.a.1: Paraphrase or retell the main events in a story, myth, legend, or novel.</p> <p>4.RL.2.2.a.2: Identify the theme within a story, myth, legend, or novel.</p> <p>4.RL.2.2.a.3: Provide evidence for the interpretation of the theme.</p>	<p>5.RL.2.2.a.1: Summarize the text.</p> <p>5.RL.2.2.a.2: Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</p>
<p>K.RL.2.3.a.1: Choose character(s) and setting of the story.</p>	<p>1.RL.2.3.a.1: Identify the characters in a story.</p> <p>1.RL.2.3.a.2: Identify the setting of the story.</p>	<p>2.RL.2.3.a.1: Identify the characters in a story.</p> <p>2.RL.2.3.a.2: Identify the events in a story.</p>	<p>3.RL.2.3.a.1: Describe characters in a story (e.g., their traits, motivations or feelings).</p> <p>3.RL.2.3.a.2: Explain how characters' actions contribute to the plot.</p>	<p>4.RL.2.3.a.1: Describe a character, setting, or event in a story or play, drawing on specific details in the text.</p> <p>4.RL.2.3.a.2: Explain how a character, setting, or event impacts the plot.</p>	<p>5.RL.2.3.a.1: Describe the characters, settings, events within a story; provide or identify specific details in the text to support the description.</p>
<p>K.RL.2.4.a.1: Make predictions about what will happen next in a story.</p>	<p>1.RL.2.4.a.1: Make predictions about what will happen next in a story.</p>	<p>2.RL.2.4.a.1: Make predictions about what will happen next in a story.</p> <p>2.RL.2.4.a.2: Find text features in a given text (e.g., bolded words, headings, title, etc.)</p>			

RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION

Build comprehension and appreciation of literature, using knowledge of literary structure and point of view.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>K.RL.3.1.a.1: Recognize the genre of a given text (e.g., fairy tales, nursery rhymes, storybooks).</p>	<p>1.RL.3.1.a.1: Identify the genre of a given text (e.g., fairy tales, nursery rhymes, storybooks).</p>	<p>2.RL.3.1.a.1: Identify the beginning, middle, and ending of stories.</p>	<p>3.RL.3.1.a.1: Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems.</p> <p>3.RL.3.1.a.2: Describe how each successive part of a story, play, or poem builds on earlier sections.</p>	<p>4.RL.3.1.a.1: Explain major differences between poems, plays, and prose.</p> <p>4.RL.3.1.a.2: Refer to the structural elements of poems or drama.</p>	<p>5.RL.3.1.a.1: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular text.</p>
<p>K.RL.3.2.a.1: With support, identify the role of the author.</p> <p>K.RL.3.2.a.2: With support, identify the illustrator of a story in telling the story.</p>	<p>1.RL.3.2.a.1: With support, identify who is telling the story at various points in a text.</p>	<p>2.RL.3.2.a.1: Identify dialogue as words spoken by characters, usually enclosed in quotation marks.</p> <p>2.RL.3.2.a.2: Identify the difference between communication between characters and communication to self.</p>	<p>3.RL.3.2.a.1: Identify narrator or character’s point of view.</p> <p>3.RL.3.2.a.2: Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>4.RL.3.2.a.1: Compare and contrast the point of view from which different stories are narrated.</p>	<p>5.RL.3.2.a.1: Describe how a narrator’s or speaker’s point of view influences how events are portrayed.</p>

RL.4: CONNECTION OF IDEAS

Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>K.RL.4.1.a.1: With support, identify the character of a story in relation to the illustrations in a story.</p> <p>K.RL.4.1.a.2: With support, identify the setting of a story in relation to the illustrations in a story.</p>	<p>1.RL.4.1.a.1: Identify detail(s) of a character based on the illustrations or attributes given in a story.</p> <p>1.RL.4.1.a.2: Identify the setting based on the illustrations or attributes given in a story.</p>	<p>2.RL.4.1.a.1: Identify the character(s) from the illustrations and words in a print or digital text.</p> <p>2.RL.4.1.a.2: Identify the setting(s) from the illustrations and words in a print or digital text.</p>		<p>4.RL.4.1.a.1: Identify how visual and multimedia presentations and representations can enhance the meaning of a text.</p>	<p>5.RL.4.1.a.1: Identify how visual and multimedia presentations and representations can enhance the meaning of a text.</p>
<p>K.RL.4.2.a.1: With support, choose or match characters to their event within a story.</p>	<p>1.RL.4.2.a.1: Choose or match characters to their event within a story.</p>	<p>2.RL.4.2.a.1: Compare and contrast the characters in versions of the same stories from different authors, time periods, or cultures from around the world.</p> <p>2.RL.4.2.a.2: Compare and contrast the setting(s) in versions of the same stories from different authors, time periods, or cultures from around the world.</p>	<p>3.RL.4.2.a.1: Compare and contrast two stories written by the same author about the same or similar characters.</p>	<p>4.RL.4.2.a.1: Compare the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures.</p>	<p>5.RL.4.2.a.1: Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p>

RN.1: LEARNING OUTCOME FOR READING NONFICTION

Read and comprehend a variety of nonfiction independently and proficiently.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.RN.1.a.1: Attend to group nonfiction reading activities.	1.RN.1.a.1: With support, read a variety of nonfiction texts.	2.RN.1.a.1: Read a variety of nonfiction texts.	3.RN.1.a.1: Read a variety of grade level appropriate nonfiction texts.	4.RN.1.a.1: Read a variety of nonfiction grade level texts. 4.RN.1.a.2: Comprehend a variety of non-fiction within a range of complexity.	5.RN.1.a.1: Read a variety of nonfiction texts.

RN.2: KEY IDEAS AND TEXTUAL SUPPORT

Extract and construct meaning from nonfiction texts using a range of comprehension skills.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.RN.2.1.a.1: Identify facts and details in a text, with support (e.g., events, topics).	1.RN.2.1.a.1: Choose, find, or label details in a text, with support.	2.RN.2.1.a.1: Choose, find, or label details in a text.	3.RN.2.1.a.1: Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	4.RN.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly. 4.RN.2.1.a.2: Refer to details and examples in a text when drawing inferences from the text.	5.RN.2.1.a.1: Quote accurately from a text when explaining what the text says explicitly. 5.RN.2.1.a.2: Quote accurately from a text to support inferences.
K.RN.2.2.a.1: With support, retell the main idea of a text. K.RN.2.2.a.2: With support, retell the key detail(s) of a text.	1.RN.2.2.a.1: Retell the main idea of a text. 1.RN.2.2.a.2: Retell the detail(s) of a text.	2.RN.2.2.a.1: Identify the main idea of a paragraph in a multi-paragraph text.	3.RN.2.2.a.1: Determine the main idea of a text. 3.RN.2.2.a.2: Recount the key details and explain how they support the main idea.	4.RN.2.2.a.1: Determine the main idea of a text. 4.RN.2.2.a.2: Explain how the main idea is supported by key details. 4.RN.2.2.a.3: Summarize the text.	5.RN.2.2.a.1: Determine the main ideas, and identify key details to support main ideas. 5.RN.2.2.a.2: Summarize the text.
K.RN.2.3.a.1: Observe the connection between two individuals, events, or ideas in a text.	1.RN.2.3.a.1: With support, describe the connection between two individuals, events, or ideas in a text.	2.RN.2.3.a.1: Label/identify the first, middle, and last of a series of historical events, scientific ideas or concepts, in a text.	3.RN.2.3.a.1: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.	4.RN.2.3.a.1: Explain the relationship between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.	5.RN.2.3.a.1: 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 across texts.

RN.3: FEATURES AND STRUCTURES

Build understanding of nonfiction text, using knowledge of text features, structures, and author’s perspective.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>K.RN.3.1.a.1: Observe various text features (e.g., table of contents, glossary, and illustrations) in a text.</p>	<p>1.RN.3.1.a.1: Locate various text features (e.g., table of contents, glossary, illustrations) in a text.</p>	<p>2.RN.3.1.a.1: Define various text features (e.g., table of contents, index, headings, captions) in a text.</p>	<p>3.RN.3.1.a.1: Identify the purpose of a variety of text features.</p> <p>3.RN.3.1.a.2: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).</p>	<p>4.RN.3.1.a.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).</p>	<p>5.RN.3.1.a.1: Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.</p>
<p>K.RN.3.2.a.1: With guidance and support, recognize that a nonfiction text can be structured to describe a topic.</p>	<p>1.RN.3.2.a.1: Identify how a nonfiction text can be structured to demonstrate order (e.g. sequential, first, next, last or beginning, middle and end).</p> <p>1.RN.3.2.a.2: Identify how a nonfiction text can be structured to explain a simple cause and effect relationship (e.g. first, then).</p>	<p>2.RN.3.2.a.1: Identify how a nonfiction text can be structured to compare and contrast (e.g. events, characters or settings).</p> <p>2.RN.3.2.a.2: Identify how a nonfiction text can be structured to describe a procedure (e.g. sequential order).</p> <p>2.RN.3.2.a.3: Identify how a nonfiction text can be structured to explain a cause and effect relationship (e.g. first, then).</p>	<p>3.RN.3.2.a.1: Identify how a nonfiction text can be structured to indicate a problem and solution.</p> <p>3.RN.3.2.a.2: Identify how a nonfiction text can be structured to put events in chronological order.</p>	<p>4.RN.3.2.a.1: Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>5.RN.3.2.a.1: Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p>
<p>K.RN.3.3.a.1: With guidance and support, identify the speaker in a text.</p>	<p>1.RN.3.3.a.1: With guidance and support, identify the speaker in a text.</p>	<p>2.RN.3.3.a.1: With support, identify the author’s purpose in a text (e.g., to <u>P</u>ersuade, to <u>I</u>nform, to <u>E</u>ntertain).</p>	<p>3.RN.3.3.a.1: Identify the author’s perspective in a text.</p>	<p>4.RN.3.3.a.1: Compare and contrast a firsthand and secondhand account of the same event or topic.</p> <p>4.RN.3.3.a.2: Describe the differences in focus and the information provided in firsthand and secondhand accounts.</p>	<p>5.RN.3.3.a.1: Determine important similarities and differences in the perspectives of multiple accounts of the same event or topic.</p>

RN.4: CONNECTION OF IDEAS

Build understanding of nonfiction texts by verifying points and making connections between topics and ideas.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.RN.4.1.a.1: With guidance and support, choose the reasons the author gives to support points in a text.	1.RN.4.1.a.1: With guidance and support, choose the reasons the author gives to support points in a text.	2.RN.4.1.a.1: With guidance and support, recognize how an author uses facts to support specific points in a text.	3.RN.4.1.a.1: Distinguish between fact and opinion. 3.RN.4.1.a.2: Explain how an author uses reasons and facts to support specific points in a text.	4.RN.4.1.a.1: Distinguish between fact and opinion. 4.RN.4.1.a.2: Explain how an author uses reasons and evidence to support a statement or position (claim) in a text.	5.RN.4.1.a.1: Explain how an author uses reasons and evidence to support particular points in a text.
K.RN.4.2.a.1: With guidance and support, list basic differences between two texts on the same topic. K.RN.4.2.a.2: With guidance and support, list basic similarities between two texts on the same topic.	1.RN.4.2.a.1: With guidance and support, list basic similarities between two texts on the same topic. 1.RN.4.2.a.2: With guidance and support, list basic differences between two texts on the same topic.	2.RN.4.2.a.1: Compare and contrast basic similarities in between two texts on the same topic. 2.RN.4.2.a.2: Compare and contrast basic differences between two texts on the same topic.	3.RN.4.2.a.1: Compare and contrast the most important points and key details presented in two texts on the same topic.	4.RN.4.2.a.1: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	5.RN.4.2.a.1: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.

RV.1: LEARNING OUTCOME FOR READING VOCABULARY

Build and apply vocabulary using various strategies and sources.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.RV.1.a.1: With support, use and express vocabulary related to literature and nonfiction texts.	1.RV.1.a.1: With support, use and express vocabulary related to literature and nonfiction texts.	2.RV.1.a.1: Use and express vocabulary related to literature and nonfiction texts.	3.RV.1.a.1: Use general academic and content-specific words and phrases accurately.	4.RV.1.a.1: Use general academic and content-specific words and phrases accurately.	5.RV.1.a.1: Use general academic and content specific words and phrases accurately.

RV.2: VOCABULARY BUILDING

Use strategies to determine and clarify words and understand their relationships.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.RV.2.1.a.1: With guidance and support, use illustrations as picture cues to understand unknown information.	1.RV.2.1.a.1: With guidance and support, locate the glossary and illustrations to help understand unknown words.	2.RV.2.1.a.1: With guidance and support, use context clues (e.g., words and sentence clues) to determine the meanings of unknown words.	3.RV.2.1.a.1: Use context clues and text features to determine the meanings of unknown words.	4.RV.2.1.a.1: Use context clues and text features to determine the meaning of unknown words.	5.RV.2.1.a.1: Use context and text features to determine the meanings of unknown words.
K.RV.2.2.a.1: With guidance and support, identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).	1.RV.2.2.a.1: With guidance and support, sort words into categories (antonyms, living things, synonyms, etc.)	2.RV.2.2.a.1: With guidance and support, match simple multiple-meaning words (e.g., change, duck, tank).	3.RV.2.2.a.1: Identify relationships among words, including synonyms and antonyms.	4.RV.2.2.a.1: Identify relationships among words, including homographs, homonyms, synonyms, antonyms, and multiple meanings.	5.RV.2.2.a.1: Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
K.RV.2.4.a.1: With guidance and support, recognize frequently occurring inflections (e.g., look, looks).	1.RV.2.4.a.1: With guidance and support, use frequently occurring affixes as clues to the meaning of an unknown word. 1.RV.2.4.a.2: With guidance and support, recognize and use roots and their inflections, as clues to the meaning of an unknown word.	2.RV.2.4.a.1: Use a known root word as a clue to the meaning of an unknown word with the same root. 2.RV.2.4.a.2: Identify when an affix is added to a known root word.	3.RV.2.4.a.1: Use a known root word as a clue to the meaning of an unknown word with the same root. 3.RV.2.4.a.2: Identify when an affix is added to a known root word.	4.RV.2.4.a.1: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.	5.RV.2.4.a.1: Use common grade-appropriate known words and word patterns as clues to the meaning of an unknown word.
		2.RV.2.5.a.1: Consult reference materials, both print and online (e.g., dictionary, picture dictionary), to determine or clarify the meanings of words and phrases.		4.RV.2.5.a.1: Identify the appropriate reference materials, print or digital, to use to find the pronunciation and clarify the meanings of words and phrases.	5.RV.2.5.a.1: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the <i>pronunciation</i> of a word. 5.RV.2.5.a.2: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the <i>precise meaning</i> of a word.

RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS

Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.RV.3.1.a.1: With guidance and support, observe stories, poems, or songs.	1.RV.3.1.a.1: With guidance and support, identify words or phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).	2.RV.3.1.a.1: With guidance and support, recite or repeat the rhythm of a story, poem, or song.	3.RV.3.1.a.1: Determine the meaning of literal and nonliteral words and phrases as they are used in a work of literature.	4.RV.3.1.a.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).	5.RV.3.1.a.1: Determine the meaning of figurative language in works of literature, including imagery, symbolism, and figurative language.
K.RV.3.2.a.1: With guidance and support, locate unknown words in a nonfiction text.	1.RV.3.2.a.1: With guidance and support, determine the meaning of words or phrases in a nonfiction text.	2.RV.3.2.a.1: With guidance and support, determine the meanings of words and phrases in a nonfiction text.	3.RV.3.2.a.1: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a third-grade topic or subject area.	4.RV.3.2.a.1: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text.	5.RV.3.2.a.1: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth-grade topic or text.
			3.RV.3.3.a.1: Recognize the meaning of idioms in context.	4.RV.3.3.a.1: Explain the meanings of proverbs, adages, and idioms in context.	5.RV.3.3.a.1: Identify the meaning of common idioms, proverbs, or adages.

W.1: LEARNING OUTCOME FOR WRITING

Write effectively for a variety of tasks, purposes, and audiences.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.W.1.a.1: With guidance and support, write for specific purposes.	1.W.1.a.1: With guidance and support, write over brief time frames and for a variety of purposes.	2.W.1.a.1: With guidance and support, select a topic and write to share information in response to a topic in nonfiction text.	<p>3.W.1.a.1: Write routinely over a variety of time frames for varying tasks, purposes, and audiences.</p> <p>3.W.1.a.2: Apply reading standards to write in response to literature and nonfiction texts.</p>	<p>4.W.1.a.1: Write routinely over a variety of time frames for varying tasks, purposes, and audiences.</p> <p>4.W.1.a.2: Apply reading standards to write in response to literature and nonfiction texts.</p>	<p>5.W.1.a.1: Write routinely over a variety of time frames for varying tasks, purposes, and audiences.</p> <p>5.W.1.a.2: Apply reading standards to write in response to literature and nonfiction texts.</p>

W.2: HANDWRITING

Demonstrate the ability to write legibly.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.W.2.1.a.1: With guidance and support, write most uppercase and lowercase letters.	1.W.2.1.a.1: With guidance and support, write uppercase and lowercase letters.	2.W.2.1.a.1: Write letters, words, and sentences.	3.W.2.1.a.1: Produce a written response in print, cursive, or digital format, using appropriate spacing and alignment.	4.W.2.1.a.1: Produce a written response in print, cursive, or digital format, using appropriate spacing and alignment.	
	1.W.2.2.a.1: Students are expected to build upon and continue applying concepts learned previously.	2.W.2.2.a.1: Students are expected to build upon and continue applying concepts learned previously.	3.W.2.2.a.1: Students are expected to build upon and continue applying concepts learned previously.		

W.3: WRITING GENRES

Develop writing skills by writing for different purposes and to specific audiences or people.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>K.W.3.1.a.1: Recognize community pictures to provide information about a course of action to follow (i.e., stop sign, safety signs, environmental print).</p>	<p>1.W.3.1.a.1: With guidance and support, write sentences to a particular audience (e.g., a parent, classmate, etc.)</p>	<p>2.W.3.1.a.1: With guidance and support, write multiple sentences related to the same topic.</p>	<p>3.W.3.1.a.1: State the opinion in an introductory statement or section in a persuasive composition.</p> <p>3.W.3.1.a.2: Support the opinion with reasons in an organized way in a persuasive composition.</p> <p>3.W.3.1.a.3: Connect opinion and reasons using words and phrases in a persuasive composition.</p> <p>3.W.3.1.a.4: Provide a concluding statement or section in a persuasive composition.</p> <p>3.W.3.1.a.5: Write persuasive compositions in a variety of formats.</p>	<p>4.W.3.1.a.1: Introduce the topic or text within persuasive writing by stating an opinion.</p> <p>4.W.3.1.a.2: Support a given opinion with facts and details in a persuasive composition.</p> <p>4.W.3.1.a.3: Use an organizational structure to group related ideas that support the purpose in a persuasive composition.</p> <p>4.W.3.1.a.4: Connect opinions and reasons using words and phrases in a persuasive composition.</p> <p>4.W.3.1.a.5: Provide a concluding statement or paragraph related to the position presented in a persuasive composition.</p> <p>4.W.3.1.a.6: Write persuasive compositions in a variety of formats.</p>	<p>5.W.3.1.a.1: Provide an introduction that states own position within a persuasive composition.</p> <p>5.W.3.1.a.2: Use language appropriate to the identified audience in a persuasive composition.</p> <p>5.W.3.1.a.3: Provide relevant facts and reasons to support stated opinion within persuasive writing.</p> <p>5.W.3.1.a.4: Organize ideas to support the purpose in a persuasive composition.</p> <p>5.W.3.1.a.5: Link positions and reasons using words, phrases, and clauses in a persuasive composition.</p> <p>5.W.3.1.a.6: Provide a clear concluding statement or paragraph related to the opinion stated in a persuasive composition.</p> <p>5.W.3.1.a.7: Write persuasive compositions in a variety of forms.</p>

<p>K.W.3.2.a.1: With guidance and support, use words and pictures to develop a main idea about a topic.</p>	<p>1.W.3.2.a.1: With guidance and support, write a sentence about a topic of interest.</p> <p>1.W.3.2.a.2: With guidance and support, provide a detail(s) about a main idea.</p>	<p>2.W.3.2.a.1: With guidance and support, write a paragraph on a topic, providing details about the topic.</p>	<p>3.W.3.2.a.1: State the topic, including a main idea, for the introductory paragraph in an informative composition.</p> <p>3.W.3.2.a.2: Develop a main idea for the introductory paragraph in an informative composition.</p> <p>3.W.3.2.a.3: Group related information together in an informative composition.</p> <p>3.W.3.2.a.4: Develop the topic with facts and details in an informative composition.</p> <p>3.W.3.2.a.5: Connect ideas within categories of information using words and phrases in an informative composition.</p> <p>3.W.3.2.a.6: Use text features when useful to aid comprehension in an informative composition.</p> <p>3.W.3.2.a.7: Provide a concluding statement or section in an informative composition.</p> <p>3.W.3.2.a.8: Write informative compositions on a variety of topics.</p>	<p>4.W.3.2.a.1: Provide an introductory paragraph with a clear main idea in an informative composition.</p> <p>4.W.3.2.a.2: Provide body paragraphs with topic and summary sentences in an informative composition.</p> <p>4.W.3.2.a.3: Provide evidence from various sources and texts to support ideas and extend explanations in an informative composition.</p> <p>4.W.3.2.a.4: Connect ideas using words and phrases in an informative composition.</p> <p>4.W.3.2.a.5: Include text features and multimedia when useful to aid comprehension in an informative composition.</p> <p>4.W.3.2.a.6: Use language and vocabulary appropriate for audience and topic in an informative composition.</p> <p>4.W.3.2.a.7: Provide a concluding statement or paragraph to support the information presented in an informative composition.</p> <p>3.W.3.2.a.8: Write informative compositions on a variety of topics.</p>	<p>5.W.3.2.a.1: Introduce a topic in an informative composition.</p> <p>5.W.3.2.a.2: Arrange sentences and paragraphs logically, in an organizational form appropriate to the topic in an informative composition.</p> <p>5.W.3.2.a.3: Provide examples, facts, quotations, or other information to support a topic in an informative composition.</p> <p>5.W.3.2.a.4: Use appropriate language, vocabulary, and sentence variety to support a tone and formality in an informative composition.</p> <p>5.W.3.2.a.5: Use transitional words, phrases, and clauses to connect ideas and create cohesion in an informative composition.</p> <p>5.W.3.2.a.6: Provide a concluding statement or paragraph related to the information or explanation presented in an informative composition.</p> <p>5.W.3.2.a.7: Include text features and multimedia when useful to aid comprehension in an informative composition.</p> <p>5.W.3.2.a.8: Write informative compositions on a variety of topics.</p>
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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>K.W.3.3.a.1: With guidance and support, use words and pictures to narrate a single event or simple story.</p>	<p>1.W.3.3.a.1: With guidance and support, use sequence and precise words to describe characters or actions for story writing purposes (e.g., first, then, last).</p>	<p>2.W.3.3.a.1: With guidance and support, write a friendly letter, including a beginning, middle and end.</p>	<p>3.W.3.3.a.1: Create an introduction (e.g., situation, narrator, characters) in a narrative composition.</p> <p>3.W.3.3.a.2: Include specific descriptive details in a narrative composition.</p> <p>3.W.3.3.a.3: Include clear event sequences in a narrative composition.</p> <p>3.W.3.3.a.4: Include dialogue in a narrative composition.</p> <p>3.W.3.3.a.5: Connect ideas and events using introduction and transition words in a narrative composition.</p> <p>3.W.3.3.a.6: Provide an ending in a narrative composition.</p> <p>3.W.3.3.a.7: Write narrative compositions in a variety of forms.</p>	<p>4.W.3.3.a.1: Create an introduction (e.g., situation, narrator, characters) in a narrative composition.</p> <p>4.W.3.3.a.2: Organize events using meaningful transitional words and phrases in a narrative composition.</p> <p>4.W.3.3.a.3: Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations in a narrative composition.</p> <p>4.W.3.3.a.4: Utilize vocabulary with sensory details to give clear pictures of ideas and events in a narrative composition.</p> <p>4.W.3.3.a.5: Provide an ending that follows the narrated experiences or events in a narrative composition.</p> <p>4.W.3.3.a.6: Write narrative compositions in a variety of forms.</p>	<p>5.W.3.3.a.1: Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters) in a narrative composition.</p> <p>5.W.3.3.a.2: Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions in a narrative composition.</p> <p>5.W.3.3.a.3: Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations in a narrative composition.</p> <p>5.W.3.3.a.4: Use precise and expressive vocabulary in a narrative composition.</p> <p>5.W.3.3.a.5: Use figurative language in a narrative composition.</p> <p>5.W.3.3.a.6: Provide an ending that follows from the narrated events in a narrative composition.</p> <p>5.W.3.3.a.7: Write narrative compositions in a variety of forms.</p>

W.4: THE WRITING PROCESS

Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>K.W.4.a.1: With guidance and support, write or identify capitalization of the first letter of familiar words (i.e., name, address, school).</p>	<p>1.W.4.a.1: With guidance and support, outline the beginning, middle, and end to a story.</p> <p>1.W.4.a.2: With guidance and support, select the correct spelling, capitalization, and punctuation of words and phrases from a list of up to three choices.</p> <p>1.W.4.a.3: With guidance and support, use available technology to publish legible documents.</p>	<p>2.W.4.a.1: Use a graphic organizer or template to outline the beginning, middle, and end to a story.</p> <p>2.W.4.a.2: Select the correct spelling, capitalization, and punctuation of words and phrases from a list of up to three choices.</p> <p>2.W.4.a.3: Use available technology to publish legible documents.</p>	<p>3.W.4.a.1: Develop, organize, and select ideas relevant to topic, purpose, and genre when applying the writing process.</p> <p>3.W.4.a.2: Revise to improve the quality of writing (e.g., quality of ideas, organization, sentence fluency, word choice).</p> <p>3.W.4.a.3: Edit writing for format and conventions.</p> <p>3.W.4.a.4: Use technology to interact and collaborate with others.</p> <p>3.W.4.a.5: Use technology to publish legible documents.</p>	<p>4.W.4.a.1: Generate a draft by developing, organizing, and selecting ideas relevant to topic, purpose, and genre.</p> <p>4.W.4.a.2: Revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice).</p> <p>4.W.4.a.3: Edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</p> <p>4.W.4.a.4: Use technology to interact and collaborate with others to publish legible documents.</p>	<p>5.W.4.a.1: Generate a draft by developing, organizing, and selecting ideas relevant to topic, purpose, and genre.</p> <p>5.W.4.a.2: Revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice).</p> <p>5.W.4.a.3: Edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</p> <p>5.W.4.a.4: Use technology to interact and collaborate with others to publish legible documents.</p>

W.5 THE RESEARCH PROCESS:

Build knowledge about the research process and the topic under study by conducting short research.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>K.W.5.a.1: With guidance and support, show pictures and text about personal experiences or self.</p>	<p>1.W.5.a.1: With guidance and support, use several sources to find information on a topic to make an informal presentation.</p>	<p>2.W.5.a.1: With guidance and support, select a topic and find information using various visual and text reference sources.</p> <p>2.W.5.a.2: Use graphic organizer or other aids to show information on topic.</p>	<p>3.W.5.a.1: Identify a specific topic or question of interest.</p> <p>3.W.5.a.2: Locate information in reference texts, electronic resources, or through interviews.</p> <p>3.W.5.a.3: Recognize that some sources may be more reliable than others.</p> <p>3.W.5.a.4: Summarize relevant information in their own words.</p> <p>3.W.5.a.5: Present the information, choosing from a variety of formats.</p> <p>3.W.5.a.6: Complete a short research project.</p>	<p>4.W.5.a.1: Identify a specific topic or question of interest.</p> <p>4.W.5.a.2: Use organizational features of print and digital sources efficiently to locate further information.</p> <p>4.W.5.a.3: Determine the reliability of the sources.</p> <p>4.W.5.a.4: Summarize relevant information in their own words, giving credit to the source.</p> <p>4.W.5.a.5: Present the research information, choosing from a variety of formats.</p>	<p>5.W.5.a.1: Formulate a research question.</p> <p>5.W.5.a.2: Gather information through reliable primary and secondary sources.</p> <p>5.W.5.a.3: Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.</p> <p>5.W.5.a.4: Follow copyright guidelines for use of images, pictures, etc. to avoid plagiarism.</p> <p>5.W.5.a.5: Present the research information, choosing from a variety of sources.</p>

W.6: CONVENTIONS OF STANDARD ENGLISH

Demonstrate command of the conventions of standard English.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>K.W.6.1a.a.1: With guidance and support, identify singular and/or plural nouns.</p> <p>K.W.6.1a.a.2: With guidance and support, write a simple sentence with a singular and/or plural noun(s).</p>	<p>1.W.6.1a.a.1: Identify common and proper nouns and personal nouns within a sentence.</p> <p>1.W.6.1a.a.2: With guidance and support, write a simple sentence(s) with a common and/or proper nouns and personal noun(s).</p>	<p>2.W.6.1a.a.1: Write sentences that include a variety of nouns and pronouns.</p>	<p>3.W.6.1a.a.1: Write sentences using abstract nouns.</p>	<p>4.W.6.1a.a.1: Write sentences using personal nouns.</p> <p>4.W.6.1a.a.2: Write sentences that include relative and reflexive pronouns.</p>	<p>5.W.6.1a.a.1: Students are expected to build upon and continue applying conventions learned previously.</p>
<p>K.W.6.1b.a.1: With guidance and support, write a sentence to include a verb.</p>	<p>1.W.6.1b.a.1: With guidance and support, write a sentence using verbs to convey a sense of past or present.</p> <p>1.W.6.1b.a.2: Verbs – With guidance and support, write a sentence using verbs to convey a sense of future.</p>	<p>2.W.6.1b.a.1: Write a sentence that uses the past tense of an irregular verbs (e.g. break, broke).</p> <p>2.W.6.1b.a.2: With guidance and support, understand the functions of an action verb and a linking verb.</p>	<p>3.W.6.1b.a.1: Write sentences that use regular and irregular verbs to convey various times, sequences, states, and conditions.</p> <p>3.W.6.1b.a.2: Write sentences that use simple verb tenses to convey various times, sequences, states, and conditions.</p>	<p>4.W.6.1b.a.1: Write sentences that use the progressive verb tenses.</p> <p>4.W.6.1b.a.2: Recognize inappropriate shifts in verb tense.</p> <p>4.W.6.1b.a.3: Correct inappropriate shifts in verb tense.</p> <p>4.W.6.1b.a.4: Use modal auxiliaries (e.g., can, may, must).</p>	<p>5.W.6.1b.a.1: Write sentences that use the perfect verb tenses (e.g., I have walked, I had walked, I will have walked).</p> <p>5.W.6.1b.a.2: Correctly use verbs that are often misused.</p>
<p>K.W.6.1c.a.1: Identify common adjectives and adverbs.</p>	<p>1.W.6.1c.a.1: Identify common adjectives and adverbs.</p>	<p>2.W.6.1c.a.1: With guidance and support, write a sentence that includes a variety of adjectives.</p> <p>2.W.6.1c.a.2: With guidance and support, write a sentence that includes a variety of adverbs.</p>	<p>3.W.6.1c.a.1: Write sentences that include comparative and superlative adjectives and adverbs accurately.</p>	<p>4.W.6.1c.a.1: Write sentences using adjectives.</p> <p>4.W.6.1c.a.2: Write sentences using relative adverbs (e.g., where, when).</p>	<p>5.W.6.1c.a.1: Students are expected to build upon and continue applying conventions learned previously.</p>

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
				<p>4.W.6.1d.a.1: Write sentences that include prepositions.</p>	<p>5.W.6.1d.a.1: Write sentences that use prepositional phrases.</p> <p>5.W.6.1d.a.2: Explain the functions of prepositional phrases in the sentence.</p>
<p>K.W.6.1e.a.1: Recognize that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).</p>	<p>1.W.6.1e.a.1: With guidance and support, write a simple declarative sentence.</p> <p>1.W.6.1e.a.2: With guidance and support, write a simple interrogative sentence.</p> <p>1.W.6.1e.a.3: With guidance and support, write a simple imperative sentence.</p> <p>1.W.6.1e.a.4: With guidance and support, write a simple exclamatory sentence.</p>	<p>2.W.6.1e.a.1: With guidance and support, write simple sentences.</p> <p>2.W.6.1e.a.2: With guidance and support, write compound sentences.</p> <p>2.W.6.1e.a.3: Label declarative, interrogative, imperative, and exclamatory sentences with appropriate symbols.</p>	<p>3.W.6.1e.a.1: Correctly write simple sentences.</p> <p>3.W.6.1e.a.2: Correctly write compound sentences.</p> <p>3.W.6.1e.a.3: Correctly write complex sentences.</p> <p>3.W.6.1e.a.4: Use coordinating and subordinating conjunctions.</p>	<p>4.W.6.1e.a.1: Correctly write simple sentences.</p> <p>4.W.6.1e.a.2: Correctly write compound sentences.</p> <p>4.W.6.1e.a.3: Correctly write complex sentences.</p> <p>4.W.6.1e.a.4: Use coordinating and subordinating conjunctions.</p>	<p>5.W.6.1e.a.1: Correctly write simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions.</p>
			<p>3.W.6.2a.1: Effectively use capitalization, punctuation, and spelling.</p>	<p>4.W.6.2a.1: Effectively use capitalization, punctuation, and spelling.</p>	<p>5.W.6.2a.1: Effectively use capitalization, punctuation, and spelling.</p>
<p>K.W.6.2a.a.1: Capitalize the first word in a sentence and the pronoun I.</p>	<p>1.W.6.2a.a.1: Capitalize the first word of a sentence.</p> <p>1.W.6.2a.a.2: Capitalize dates.</p> <p>1.W.6.2a.a.3: Capitalize names of people and the pronoun I.</p>	<p>2.W.6.2a.a.1: Capitalize greetings.</p> <p>2.W.6.2a.a.2: Capitalize months and days of the week.</p> <p>2.W.6.2a.a.3: Capitalize titles and initials in names.</p> <p>2.W.6.2a.a.4: Capitalize proper nouns, including holidays and geographic names.</p>	<p>3.W.6.2a.a.1: Appropriately use capitalization.</p>	<p>4.W.6.2a.a.1: Appropriately use capitalization.</p>	<p>5.W.6.2a.a.1: Apply correct usage of capitalization in writing.</p>

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>K.W.6.2b.a.1: Recognize and name end punctuation.</p>	<p>1.W.6.2b.a.1: Use a period, question mark, and exclamation mark at the end of a sentence.</p>	<p>2.W.6.2b.a.1: Use a period, question mark, or exclamation mark at the end of a sentence.</p> <p>2.W.6.2b.a.2: Use an apostrophe to form contractions and singular possessive nouns.</p> <p>2.W.6.2b.a.3: Locate and identify a comma in a sentence.</p>	<p>3.W.6.2b.a.1: Use apostrophes to form contractions.</p> <p>3.W.6.2b.a.2: Use apostrophes to form singular and plural possessives.</p> <p>3.W.6.2b.a.3: Use quotation marks to indicate direct speech.</p> <p>3.W.6.2b.a.4: Appropriately use commas.</p>	<p>4.W.6.2b.a.1: Correctly use apostrophes to form possessives and contractions.</p> <p>4.W.6.2b.a.2: Use quotation marks to indicate direct speech.</p> <p>4.W.6.2b.a.3: Use a comma before a coordinating conjunction in a compound sentence.</p>	<p>5.W.6.2b.a.1: Apply correct usage of apostrophes in writing.</p> <p>5.W.6.2b.a.2: Apply correct usage of quotation marks in writing.</p>
<p>K.W.6.2c.a.1: With guidance and support, spell simple words phonetically, drawing on phonemic awareness.</p>	<p>1.W.6.2c.a.1: Apply letter name and letter sound knowledge in decoding words.</p>	<p>2.W.6.2c.a.1: Correctly spell common high-frequency words and apply knowledge of word families.</p>	<p>3.W.6.2c.a.1: Use conventional spelling for high-frequency and other studied words.</p>	<p>4.W.6.2c.a.1: Use spelling patterns (e.g., word families, position-based spellings, syllable patterns) in writing single and multi-syllable words.</p>	<p>5.W.6.2c.a.1: Apply correct spelling patterns and generalizations in writing.</p>

SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING Develop and apply effective communication skills through speaking and active listening.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.SL.1.a.1: Actively attend and communicate with a variety of audiences and for different purposes.	1.SL.1.a.1: Attend to and adjust the use of language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.	2.SL.1.a.1: Attend to and adjust the use of language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	<p>3.SL.1.a.1: Listen actively and adjust the use of language.</p> <p>3.SL.1.a.2: Adjust the use of language to communicate effectively with a variety of audiences and for different purposes.</p>		5.SL.1.a.1: Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.

SL.2: DISCUSSION AND COLLABORATION Develop and apply reciprocal communication skills by participating in a range of collaborative discussions.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>K.SL.2.1.a.1: Have direct communication opportunities with adults and same-aged peers in small and larger groups.</p>	<p>1.SL.2.1.a.1: Have direct communication opportunities with adults and same-aged peers in small and larger groups.</p>	<p>2.SL.2.1.a.1: Have direct communication opportunities with adults and same-aged peers in small and larger groups.</p>	<p>3.SL.2.1.a.1: Participate in collaborative discussions (one-on-one and in groups) on grade appropriate topics or texts by identifying key ideas of the discussion.</p> <p>3.SL.2.1.a.2: Participate in collaborative discussions (one-on-one and in groups) on grade appropriate topics or texts by adding relevant ideas and expressing personal ideas.</p>	<p>4.SL.2.1.a.1: Participate in collaborative discussions (one-on-one and in groups) on grade appropriate topics or texts by identifying key ideas of the discussion.</p> <p>4.SL.2.1.a.2: Participate in collaborative discussions (one-on-one and in groups) on grade appropriate topics or texts by adding relevant ideas and expressing personal ideas.</p>	<p>5.SL.2.1.a.1: Participate in collaborative discussions (one-on-one and in groups) on grade appropriate topics or texts by identifying key ideas of the discussion.</p> <p>5.SL.2.1.a.2: Participate in collaborative discussions (one-on-one and in groups) on grade appropriate topics or texts by adding relevant ideas and expressing personal ideas.</p>
<p>K.SL.2.2.a.1: Take turns communicating during conversations with adults and same-aged peers.</p>	<p>1.SL.2.2.a.1: Be prepared to participate in a discussion with at least one other person.</p>	<p>2.SL.2.2.a.1: Be prepared to participate in discussions with multiple exchanges.</p>	<p>3.SL.2.2.a.1: Provide evidence of being prepared for discussions on a topic or text, through appropriate statements made during discussion.</p> <p>3.SL.2.2.a.2: Demonstrate knowledge and use of agreed-upon rules for discussions.</p> <p>3.SL.2.2.a.3: Identify and serve in roles for small group discussions or projects.</p>		<p>5.SL.2.2.a.1: Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.</p>
<p>K.SL.2.3.a.1: Attend to others when communicating.</p> <p>K.SL.2.3.a.2: Add one's own ideas in small group discussions.</p>	<p>1.SL.2.3.a.1: Attend to others when communicating.</p> <p>1.SL.2.3.a.2: Add one's own ideas in small group discussions.</p>	<p>2.SL.2.3.a.1: Participate in multiple turn communication exchanges.</p>		<p>4.SL.2.3.a.1: Demonstrate knowledge and use of agreed-upon rules for discussions.</p> <p>4.SL.2.3.a.2: Identify and serve in roles for small group discussions or projects.</p>	<p>5.SL.2.3.a.1: Demonstrate knowledge and use of agreed-upon rules for discussion.</p> <p>5.SL.2.3.a.2: Identify and serve in roles for small group discussions or projects.</p>

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>K.SL.2.4.a.1: Ask for help when needed.</p>	<p>1.SL.2.4.a.1: Ask questions to clarify information about topics and texts under discussion.</p>	<p>2.SL.2.4.a.1: Ask questions about a topic.</p>	<p>3.SL.2.4.a.1: Ask questions to check understanding of information presented in collaborative discussions.</p> <p>3.SL.2.4.a.2: Stay on topic in collaborative discussions.</p> <p>3.SL.2.4.a.3: Link personal ideas and comments to the ideas shared by others in collaborative discussions.</p>	<p>4.SL.2.4.a.1: Ask questions to check understanding of information presented in collaborative discussions.</p> <p>4.SL.2.4.a.2: Stay on topic in collaborative discussions.</p> <p>4.SL.2.4.a.3: Link personal ideas and comments to the ideas shared by others in collaborative discussions.</p>	<p>5.SL.2.4.a.1: Ask questions to check understanding of information presented in collaborative discussions.</p> <p>5.SL.2.4.a.2: Stay on topic in collaborative discussions.</p>
<p>K.SL.2.5.a.1: Continue a conversation through both preferred and non-preferred topics.</p>	<p>1.SL.2.5.a.1: Add or respond to comments during a discussion.</p>	<p>2.SL.2.5.a.1: Add comments to a discussion.</p>	<p>3.SL.2.5.a.1: Explain personal ideas and understanding during classroom discussions.</p>		<p>5.SL.2.5.a.1: Review the key ideas expressed within a collaborative discussion.</p>

SL.3: COMPREHENSION Develop and apply active listening and interpretation skills using various strategies.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>K.SL.3.1.a.1: Ask and answer questions about information presented audibly, visually, or through media/technology.</p>	<p>1.SL.3.1.a.1: Ask and answer questions about information presented auditorily, visually, or through media/technology.</p>	<p>2.SL.3.1.a.1: Demonstrate an emerging understanding of familiar text, presented auditorily, visually, or information presented through media by answering questions.</p>	<p>3.SL.3.1.a.1: Retell, paraphrase, and explain the main ideas of a text read aloud or information presented in diverse media and formats, including visually and quantitatively.</p> <p>3.SL.3.1.a.2: Retell, paraphrase, and explain the supporting details of a text read aloud or information presented in diverse media and formats, including visually and quantitatively.</p>	<p>4.SL.3.1.a.1: Summarize the main ideas and supporting details of a text read aloud.</p> <p>4.SL.3.1.a.2: Summarize the main ideas and supporting details of information presented in diverse media and formats, including visually and quantitatively.</p>	<p>5.SL.3.1.a.1: Summarize the main ideas and supporting details of a text read aloud.</p> <p>5.SL.3.1.a.2: Summarize the main ideas and supporting details of information presented in diverse media and formats, including visually and quantitatively.</p>
<p>K.SL.3.2.a.1: Ask for help when needed.</p>	<p>1.SL.3.2.a.1: Ask questions about the speaker’s topic.</p>	<p>2.SL.3.2.a.1: Ask and answer questions about a provided topic.</p>	<p>3.SL.3.2.a.1: Ask questions about information from a speaker.</p> <p>3.SL.3.2.a.2: Answer questions about information from a speaker.</p> <p>3.SL.3.2.a.3: Offer appropriate elaboration and detail when answering questions.</p>	<p>4.SL.3.2.a.1: Identify evidence a speaker provides.</p> <p>4.SL.3.2.a.2: Use evidence a speaker provides to support particular points.</p>	<p>5.SL.3.2.a.1: Summarize the points a speaker makes.</p> <p>5.SL.3.2.a.2: Identify the reasons and evidence a speaker provides to support particular points.</p>

SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS Develop and apply speaking skills to communicate ideas effectively in a variety of situations.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>K.SL.4.1.a.1: Using preferred mode of communication, describe familiar people, places, things, and events and, with support, provide additional details.</p>	<p>1.SL.4.1.a.1: Using preferred mode of communication, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, and events.</p>	<p>2.SL.4.1.a.1: Using preferred mode of communication, tell a story or an experience.</p>	<p>3.SL.4.1.a.1: Using appropriate language, speak in a clear, concise manner when reporting on a topic.</p> <p>3.SL.4.1.a.2: Using appropriate language, speak in a clear, concise manner when providing a narrative.</p>		<p>5.SL.4.1.a.1: Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details.</p>
<p>K.SL.4.2.a.1: Match available or personally created visuals with feelings.</p>	<p>1.SL.4.2.a.1: With guidance and support, add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.</p>	<p>2.SL.4.2.a.1: With guidance and support, create a simple presentation on a clear topic, using various media.</p>	<p>3.SL.4.2.a.1: Create a presentation with a clear focus, using various media to emphasize facts or details.</p>		<p>5.SL.4.2.a.1: Create a presentation with a clear focus, using various media to emphasize facts, details or theme.</p>
<p>K.SL.4.3.a.1: With guidance and support, restate and follow simple two-step directions.</p> <p>K.SL.4.3.a.2: With guidance and support, give simple two-step directions.</p>	<p>1.SL.4.3.a.1: With guidance and support, follow three and four-step directions.</p> <p>1.SL.4.3.a.2: With guidance and support, give three or four-step directions.</p>	<p>2.SL.4.3.a.1: Follow multi-step directions.</p> <p>2.SL.4.3.a.2: Give multi-step directions.</p>			

ML.1: LEARNING OUTCOME FOR MEDIA LITERACY Develop an understanding of media and the roles and purposes of media.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.ML.1.a.1: Recognize that there are various types of media to entertain.	1.ML.1.a.1: Recognize that the role of media is to inform, entertain, or persuade the audience.	2.ML.1.a.1: Recognize that the role of media is to inform, entertain, or persuade the audience.			5.ML.1.a.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

ML.2: MEDIA LITERACY Recognize the purposes of media and the ways in which media can have influences.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
K.ML.2.1.a.1: Recognize common signs and logos and identify commercials or advertisements.	1.ML.2.1.a.1: With guidance and support, demonstrate an understanding of media, by asking appropriate questions about what is read, heard, or viewed. 1.ML.2.1.a.2: With guidance and support, demonstrate an understanding of media, by answering appropriate questions about what is read, heard, or viewed.	2.ML.2.1.a.1: Recognize that people use different media sources for different purposes (e.g., a magazine entertains, the weather informs.)	3.ML.2.1.a.1: Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.	4.ML.2.1.a.1: Recognize claims in print, image, and multimedia. 4.ML.2.1.a.2: Identify evidence used to support these claims.	5.ML.2.1.a.1: Review claims made in various types of media. 5.ML.2.1.a.2: Evaluate evidence used to support these claims.
					5.ML.2.2.a.1: Identify the role of the media in focusing people’s attention on events. 5.ML.2.2.a.2: Identify the role of the media in forming people’s opinions on issues.

Key
 Purple – High Priority
 Blue – Medium Priority
 Gray – Lesser Priority