

Reading
Jacket Priority Standards are in GREEN

1 Develop and apply skills to the reading process.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A						
Comprehension 6-12 Correlation Reading Literary 1A, Reading Informational 1A	<p>With assistance, develop and demonstrate reading skills in response to read-alouds by:</p> <ul style="list-style-type: none"> a. predicting what might happen next in a text based on the cover, title, and illustrations b. asking and responding to questions about texts read aloud c. retelling main ideas or important facts from a read aloud or familiar story d. connecting the information and events of a text to experiences e. recognizing beginning, middle, and end 	<p>Develop and demonstrate reading skills in response to reading text and read-alouds by:</p> <ul style="list-style-type: none"> a. predicting what will happen next using prior knowledge b. asking and responding to relevant questions c. seeking clarification and locating facts and details about stories and other texts d. retelling main ideas in sequence including key details e. recognizing beginning, middle, and end f. monitoring comprehension and making corrections and adjustments when that understanding breaks down 	<p>Develop and demonstrate reading skills in response to text by:</p> <ul style="list-style-type: none"> a. using text features to make and confirm predictions, explain why not confirmed b. asking and responding to relevant questions c. seeking clarification and using information/ facts and details about texts and supporting answers with evidence from text d. retelling a story's beginning, middle, and end and determining its central message, lesson, or moral e. monitoring comprehension and making corrections and adjustments when understanding breaks down 	<p>Develop and demonstrate reading skills in response to text by:</p> <ul style="list-style-type: none"> a. explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story b. drawing conclusions and support with textual evidence c. summarizing a story's beginning, middle, and end determining its central message, lesson, or moral d. monitoring comprehension and making corrections and adjustments when understanding breaks down <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Continue to address earlier standards as needed and as applies to more difficult texts.</p> </div>	<p>Develop and demonstrate reading skills in response to text by:</p> <ul style="list-style-type: none"> a. drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text b. drawing conclusions by providing textual evidence of what the text says explicitly c. monitoring comprehension and making corrections and adjustments when understanding breaks down 	<p>Develop and demonstrate reading skills in response to text by:</p> <ul style="list-style-type: none"> a. drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text b. drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text c. monitoring comprehension and making corrections and adjustments when understanding breaks down

1						
Develop and apply skills to the reading process.						
Grade K						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
B a. identifying and sorting pictures of objects into conceptual categories b. demonstrating understanding of opposites (antonyms) c. distinguishing meaning between verbs describing the same action d. using a picture dictionary to find words e. using words and phrases acquired through conversations, reading and being read to, and responding to texts	With assistance, develop an understanding of vocabulary by:	Develop an understanding of vocabulary by:	Develop an understanding of vocabulary by:	Develop an understanding of vocabulary by:	Develop an understanding of vocabulary by:	Develop an understanding of vocabulary by:
	a. identifying and sorting pictures of objects into conceptual categories b. demonstrating understanding of opposites (antonyms) c. distinguishing meaning between verbs describing the same action d. using a picture dictionary to find words e. using words and phrases acquired through conversations, reading and being read to, and responding to texts	a. using common affixes to figure out the meaning of a word b. identifying common root words and their inflectional endings c. identifying words that name actions and words that name persons, places, or things d. recognizing that compound words are made up of shorter words e. determining what words mean from how they are used in context of a sentence either heard or read f. sorting words into conceptual categories g. distinguishing shades of meaning among verbs and adjectives h. locating words in a dictionary i. using words and phrases acquired through conversations, reading and being read to, and responding to texts	a. using prefixes, root words, and suffixes to determine the meaning of words b. using knowledge of the meaning of individual words to determine the meaning of compound words c. using context to determine the meaning of a new word or multiple-meaning word in text d. using antonyms and synonyms e. locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases f. distinguishing meaning among closely related verbs and adjectives g. recognizing that some words have literal and non-literal meanings h. using conversational, general academic, and domain-specific words and phrases	a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words b. using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words c. using homographs and homophones d. distinguishing the literal and non-literal meanings of words and phrases in context e. determining the meaning of the new word formed when a known affix is added to a known base word f. using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words g. discussing analogies h. determining the meaning of the author's use of similes and metaphors to produce imagery i. using conversational, general academic, and domain-specific words and phrases	a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes b. using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words c. completing analogies d. identifying the meaning of common idioms and figurative language e. using a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words f. using conversational, general academic, and domain-specific words and phrases	a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context b. using context to determine meaning of unfamiliar or multiple-meaning words c. constructing analogies d. explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text e. identifying and using words and phrases that signal contrast, addition, and relationships f. using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices g. using conversational, general academic, and domain-specific words and phrases

Vocabulary
 6-12 Correlation Reading Literary 1B, Reading Informational 1B

1 Develop and apply skills to the reading process.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C Making Connections 6-12 Correlation Reading Literary 3B	With assistance, determine the connection between: a. text to self (text ideas and own experiences) b. text to text (text ideas including similarities and differences in fiction and nonfiction)	Determine the connection between: a. text to text (text ideas, including similarities and differences in fiction and nonfiction)	Determine the relevant connections between: a. text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction) b. text to world (text ideas regarding experiences in the world)	Explain relevant connections between: a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) b. text to world (text ideas regarding experiences in the world)	Explain relevant connections between: a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) b. text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)	Compare, contrast, and analyze relevant connections between: a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) b. text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)
	As students mature and grow as readers, the text level and connections should become more complex.					
1 Develop and apply skills to the reading process.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
D Independent Text No 6-12 Correlation	Read independently for sustained periods of time by: a. engaging with text as developmentally appropriate	Read independently for multiple purposes over sustained periods of time by: a. engaging with and reading text that is developmentally appropriate b. producing evidence of reading	Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading	Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading	Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading	Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading

2 Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.							
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Fiction 6-12 Correlation Reading Literary 1A	A	With assistance, read, infer, and draw conclusions to: a. identify elements of a story, including setting, character, and key events b. retell a main event from a story read aloud and familiar stories c. recognize sensory details and recurring phrases d. recognize different types of texts e. name author and illustrator of a story and describe how each is telling the story f. compare and contrast adventures of characters in familiar stories g. ask and answer questions about unknown words in text	Read, infer, analyze, and draw conclusions to: a. describe characters, setting, problem, solution, and events in logical sequences b. describe the main idea of a story c. describe sensory details d. explain recurring phrases and why they are used e. explain the actions of the main character and the reasons for those actions f. identify who is telling the story g. compare and contrast adventures and experiences of characters in stories	Read, infer, analyze, and draw conclusions to: a. describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson b. describe the main characters in works of fiction, including their traits, motivations, and feelings c. compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events d. describe cause-and-effect relationships e. explain how the story changes based on who is telling the story f. compare and contrast the differences in points of view of characters and how stories are narrated	Read, infer, analyze, and draw conclusions to: a. summarize and sequence the events/plot and explain how past events impact future events b. describe the personality traits of characters from their thoughts, words, and actions c. describe the interaction of characters, including relationships and how they change d. paraphrase the big idea/themes and supporting details of texts e. compare and contrast key elements in various types of fiction f. explain cause-and-effect relationships g. distinguish their own point of view from that of the narrator or those of the characters	Read, infer, analyze, and draw conclusions to: a. summarize and sequence the events/plot, explain how past events impact future events, and identify the theme b. describe the personality traits of characters from their thoughts, words, and actions c. describe the interaction of characters, including relationships and how they change d. compare and contrast the adventures or exploits of characters and their roles e. compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person	Read, infer, analyze, and draw conclusions to: a. compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts b. explain the theme or moral lesson, conflict, and resolution in a story or novel c. describe how a narrator's or speaker's point of view influences events d. recognize foreshadowing e. explain the effect of a historical event or movement in literature f. introduce origin myths and culturally significant characters/events in mythology g. introduce different forms of third-person points of view in stories
	B	With assistance, read, infer, and draw conclusions to: a. respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds	Read, infer, and draw conclusions to: a. use rhythm, rhyme, and alliteration through identifying a regular beat and similarities in word sounds	Read, infer, and draw conclusions to: a. describe how rhythm, rhyme, and repetition create imagery in poetry b. use onomatopoeia	Read, infer, and draw conclusions to: a. use examples of alliteration b. identify basic forms of poetry	Read, infer, and draw conclusions to: a. explain structural elements of poetry	Read, infer, and draw conclusions to: a. explain how poets use sound and visual elements in poetry b. identify forms of poems
2 Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.							
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Poetry 6-12 Correlation Reading Literary 1A, 2A, 2C	B	With assistance, read, infer, and draw conclusions to: a. respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds	Read, infer, and draw conclusions to: a. use rhythm, rhyme, and alliteration through identifying a regular beat and similarities in word sounds	Read, infer, and draw conclusions to: a. describe how rhythm, rhyme, and repetition create imagery in poetry b. use onomatopoeia	Read, infer, and draw conclusions to: a. use examples of alliteration b. identify basic forms of poetry	Read, infer, and draw conclusions to: a. explain structural elements of poetry	Read, infer, and draw conclusions to: a. explain how poets use sound and visual elements in poetry b. identify forms of poems

2						
Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C Drama 6-12 Correlation Reading Literary 1A, 2A, 2C	With assistance, read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:
	a. identify characters in a puppet play or performance by actors	a. identify characters and dialogue in plays or performances by actors b. recognize sensory details in literary texts	a. identify characters, setting, acts, and scenes in plays b. identify the elements of dialogue and use them in informal plays	a. explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed b. identify language that creates a graphic visual experience and appeals to the senses	a. analyze how characters change from the beginning to the end of a play or film b. explain structural elements of dramatic literature	a. analyze the similarities between an original text and its dramatic adaptation b. identify structural elements of dramatic literature c. evaluate the critical impact of sensory details, imagery, and figurative language
3						
Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A Text Features 6-12 Correlation Reading Informational 1A, 1C	With assistance, read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:
	a. identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations b. use titles and illustrations to make predictions about text c. identify text features d. identify the meaning of environmental print	a. use text features to restate the main idea b. explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words c. use text features to locate specific information in text d. follow written multi-step directions with picture cues to assist with understanding	a. identify the main idea of sections of text and distinguish it from the topic b. demonstrate understanding by locating facts to answer and/or ask questions c. use text features to locate specific information d. explain common graphic features to assist in the interpretation of text e. follow written multi-step directions f. describe connections between and state the order of the events or ideas	a. explain the author's purpose b. identify the details or facts that support the main idea c. use text and graphic features to locate information and to make and verify predictions d. follow and explain a set of written multi-step directions e. describe the relationship between events, ideas, concepts, or steps	a. use multiple text features to locate information and gain an overview of the contents of text b. describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure c. interpret and explain factual information presented graphically	a. use multiple text features and graphics to locate information and gain an overview of the contents of text information b. interpret details from procedural text to complete a task, solve a problem, or perform an action c. interpret factual or quantitative information

3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B With assistance, read, infer, and draw conclusions to: a. respond to examples of sensory details	Read, infer, and draw conclusions to: a. distinguish between fiction and nonfiction b. identify examples of sensory details	Read, infer, and draw conclusions to: a. explain why a text is fiction or nonfiction b. ask and answer questions to clarify meaning c. explain examples of sensory details	Read, infer, and draw conclusions to: a. distinguish the difference between a biography and an autobiography b. distinguish fact from opinion c. distinguish point of view from what the author is trying to persuade the reader to think or do d. explain examples of sound devices, literal and nonliteral meanings, and figurative language	Read, infer, and draw conclusions to: a. explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography b. analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis c. explain how an author uses language to present information to influence what the reader thinks or does	Read, infer, and draw conclusions to: a. evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim b. analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent c. verify facts through established methods d. identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument e. recognize exaggerated, contradictory, or misleading statements	

3						
Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.						
Grade K		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C	With assistance, read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:
	<ul style="list-style-type: none"> a. ask and answer questions to clarify meaning b. identify basic similarities and differences between two texts on the same topic c. name the main topic and recall key details of the text d. ask and answer questions about unknown words in a text 	<ul style="list-style-type: none"> a. ask and answer questions to clarify meaning b. identify main ideas and provide supporting details c. describe the connection between two individuals, events, ideas, or pieces of information in a text d. identify reasons an author gives to support points in a text e. identify similarities and differences between texts on the same topic 	<ul style="list-style-type: none"> a. explain main ideas and supporting details b. describe the connection between events and retell the sequence of events c. describe the connection between and identify problems and solutions d. identify the author's purpose e. compare and contrast the most important points presented by text on the same topic 	<ul style="list-style-type: none"> a. describe relationships among events, ideas, concepts, and cause and effect in texts b. explain the relationship between problems and solutions c. use information gained from illustrations and words to demonstrate understanding of the text d. explain the author's purpose e. compare and contrast the most important points and key details presented in texts on the same topic 	<ul style="list-style-type: none"> a. distinguish fact from opinion in a text and explain how to verify what is a fact b. explain explicit and implicit relationships among ideas in texts c. explain author's purpose d. compare and contrast a firsthand and secondhand account of the same event or topic 	<ul style="list-style-type: none"> a. identify devices used in biographies and autobiographies, including how an author presents major events in a person's life b. explain the difference between a stated and implied purpose for an expository text c. analyze how the pattern of organization of a text influences the relationships d. analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view e. integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
Text Structures 6-12 Correlation Reading Informational 2A						

4 Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A Digital and Media Literacy 6-12 Correlation Reading Literacy 3A	With assistance, develop an awareness of media literacy by:	With assistance, develop an awareness of media literacy by:	Read to develop an understanding of media and its components by:	Read to develop an understanding of media and its components by:	Read to develop an understanding of media and its components by:	Read to develop an understanding of media and its components by:
	<ul style="list-style-type: none"> a. identifying different forms of media b. identifying techniques used in media 	<ul style="list-style-type: none"> a. distinguishing purposes of media b. explaining techniques used in media 	<ul style="list-style-type: none"> a. explaining purposes of media b. describing techniques used to create media messages c. identifying various written conventions for using digital media 	<ul style="list-style-type: none"> a. understanding how communication changes when moving from one genre of media to another b. explaining how various design techniques used in media influence the message c. comparing various written conventions used for digital media d. identifying text structures and graphics features of a web page 	<ul style="list-style-type: none"> a. explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior b. explaining how various design techniques used in media influence the message c. comparing various written conventions used for digital media d. explaining text structures and graphics features of a web page and how they help readers to comprehend text 	<ul style="list-style-type: none"> a. explaining how messages conveyed in various forms of media are presented differently b. comparing and contrasting the difference in techniques used in media c. identifying the point of view of media presentations d. analyzing various digital media venues for levels of formality and informality e. explaining textual and graphics features of a web page and how they help readers to comprehend text

Reading Foundations

Jacket Priority Standards are in GREEN

1 Understand how English is written and read (Start of Reading Foundations).						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A Print Awareness No 6-12 Correlation	Develop print awareness in the reading process by:	Develop print awareness in the reading process by:	Develop print awareness in the reading process by:			
	<ul style="list-style-type: none"> a. identifying all upper- and lower-case letters b. sequencing the letters of the alphabet c. demonstrating that books are read left to right, top to bottom d. demonstrating that written words are made up of different letters e. knowing that a sentence is comprised of a group of words separated by spaces f. demonstrating one-to-one correspondence between spoken words and written words 	<ul style="list-style-type: none"> a. recognizing that sentences are comprised of words separated by spaces b. recognizing the distinguishing features of a sentence 	<ul style="list-style-type: none"> a. understanding that sentences are organized into paragraphs to convey meaning 			

2 Understand how English is written and read.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Phonemic Awareness No 6-12 Correlation	A	Develop phonemic awareness in the reading process by: a. identifying sounds in spoken words b. producing rhymes in response to spoken words c. distinguishing orally presented rhyming pairs of words from non-rhyming pairs d. recognizing spoken alliteration or groups of words that begin with the same onset or initial sound e. blending spoken onsets and rimes to form simple words f. blending spoken phonemes to form one-syllable words g. isolating the initial, medial, and final sounds in spoken words h. segmenting spoken words into two or three phonemes	Develop phonemic awareness in the reading process by: a. producing and identifying sounds and syllables in spoken words b. distinguishing between long and short vowel sounds c. recognizing the change in a spoken word when a specific phoneme is added, changed, or removed d. blending spoken phonemes to form one- or two-syllable words including consonant blends e. segmenting spoken words of three to five phonemes into individual phonemes			

3	Understand how English is written and read.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	<p>Develop phonics in the reading process by:</p> <p>a. producing and writing letter(s) for most short vowel and consonant sounds b. reading high-frequency words c. blending letter sounds to decode simple words d. recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words</p>	<p>Develop phonics in the reading process by:</p> <p>a. decoding words in context by using letter-sound knowledge b. identifying letters for the spelling of short and long vowels c. producing consonant blends d. producing consonant digraphs e. combining sounds from letters and common spelling patterns to create and decode recognizable words f. using syllabication patterns to decode words g. reading irregularly spelled words h. reading root words with inflectional endings i. reading contractions and compound words j. reading high-frequency words k. demonstrating decoding skills when reading</p>	<p>Develop phonics in the reading process by:</p> <p>a. decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs b. distinguishing long and short vowels when reading regularly spelled one-syllable words c. decoding regularly spelled two-syllable words with long vowels d. decoding words with vowel diphthongs e. decoding words with vowel digraphs f. reading words with common prefixes and suffixes g. using contractions h. using common syllable patterns to decode words including r-controlled vowels i. reading irregularly spelled high-frequency words j. demonstrating decoding skills when reading new words in a text</p>	<p>Develop phonics in the reading process by:</p> <p>a. decoding multisyllabic words in context and independent of context by applying common spelling patterns b. decoding words that double final consonants when adding an ending c. using the meaning of common prefixes and suffixes d. using the meaning of homophones e. decoding known and unknown words by spelling patterns f. reading irregularly spelled high-frequency words</p>	<p>Develop phonics in the reading process by:</p> <p>a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context b. reading root words, prefixes, and suffixes and important words from specific content curricula</p>	<p>Develop phonics in the reading process by:</p> <p>a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context b. reading root words, prefixes, suffixes, and important words from all specific content curricula</p>
Phonics No 6-12 Correlation	Continue to address earlier standards as needed and as applies to more difficult texts.					
4	Understand how English is written and read.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	<p>Read, with support, appropriate texts with purpose and understanding</p>	<p>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p> <p>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p> <p>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p> <p>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p> <p>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p> <p>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>
Fluency No 6-12 Correlation	Continue to address earlier standards as needed and as applies to more difficult texts.					

Writing

Jacket Priority Standards are in GREEN

1 Apply a writing process to develop a text for audience and purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A Prewriting 6-12 Correlation Writing 2A	Follow a writing process, with assistance, to generate a writing plan through: a. using pictures, oral language or written letters, and/or words	Follow a writing process to plan a first draft by: a. brainstorming and recording key ideas	Follow a writing process to plan a first draft by: a. brainstorming and recording key ideas using a graphic organizer	Follow a writing process to plan a first draft by: a. using a simple prewriting strategy when given the purpose and the intended audience	Follow a writing process to plan a first draft by: a. selecting a genre appropriate for conveying the purpose to an intended audience b. formulating questions related to the topic c. accessing prior knowledge or building background knowledge related to the topic d. using a prewriting strategy	Follow a writing process to plan a first draft by: a. selecting a genre appropriate for conveying the purpose to an intended audience b. formulating questions related to the topic c. accessing prior knowledge or building background knowledge related to the topic d. using a prewriting strategy
1 Apply a writing process to develop a text for audience and purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B Draft 6-12 Correlation Writing 2A	Appropriate to genre type, develop a draft from prewriting by: a. sequencing the actions or details through letters, words, and pictures	Appropriate to genre type, develop a draft from prewriting by: a. sequencing ideas into sentences and staying on topic throughout the text b. generating evidence of a simple opening and simple closing	Appropriate to genre type, develop a draft from prewriting by: a. sequencing ideas into clear and coherent sentences b. generating paragraphs with one main idea c. creating evidence of a beginning, middle, and end d. addressing an appropriate audience	Appropriate to genre type, develop a draft from prewriting by: a. generating a main idea to support a multiple-paragraph text using a variety of sentence types, including imperative and exclamatory b. supporting the topic sentences within each paragraph with facts and details (from sources when appropriate) c. categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end d. addressing an appropriate audience Note: Refer to Grade 3, W2A-C genre-specific standards.	Appropriate to genre type, develop a draft from prewriting by: a. generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph c. categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs d. addressing an appropriate audience Note: Refer to Grade 4, W2A-C genre-specific standards.	Appropriate to genre type, develop a draft from prewriting by: a. choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph c. categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure d. restating the overall main idea in the concluding statement e. addressing an appropriate audience, organization, and purpose

1	Apply a writing process to develop a text for audience and purpose.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C	Reread, revise, and edit drafts with assistance from adults/peers to: a. respond to questions and suggestions, adding details to strengthen writing b. edit by leaving spaces between words in a sentence	Reread, revise, and edit drafts with assistance from adults/peers to: a. respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing b. edit by leaving spaces between words in sentences c. edit for language conventions	Reread, revise, and edit drafts with assistance from adults/peers to: a. strengthen writing as needed by revising · main idea · details · word choice · sentence construction · event order · audience · voice b. edit for language conventions	Reread, revise, and edit drafts with assistance from adults/peers to: a. develop and strengthen writing by revising · main idea · sequence (ideas) · focus · beginning/middle/end · details/facts (from sources, when appropriate) · word choice (related to the topic) · sentence structure · transitions · audience and purpose · voice b. edit for language conventions	Reread, revise, and edit drafts with assistance to: a. develop and strengthen writing by revising · main idea · sequence (ideas) · focus · beginning/middle/end · details/facts (from multiple sources, when appropriate) · word choice (related to the topic) · sentence structure · transitions · audience and purpose · voice b. edit for language conventions	Reread, revise, and edit drafts with assistance to: a. develop and strengthen writing by revising · main idea · sequence (ideas) · focus · organizational structure · details/facts (from multiple sources, when appropriate) · word choice (related to the topic) · sentence structure · transitions · audience and purpose · voice b. edit for language conventions
6-12 Correlation Writing 3A						
1	Apply a writing process to develop a text for audience and purpose.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
D	With assistance from adults/peers: a. explore a variety of conventional/digital tools to produce and publish writing Note: Refer to Grade K, W2A-C genre-specific standards.	With assistance from adults/peers: a. use a variety of conventional/digital tools to produce and publish writing Note: Refer to Grade 1, W2A-C genre-specific standards.	With assistance from adults/peers: a. use a variety of conventional/digital tools to produce and publish writing b. introduce keyboarding skills Note: Refer to Grade 2, W2A-C genre-specific standards.	With assistance from adults/peers: a. use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others Note: Refer to Grade 3, W2A-C genre-specific standards.	With assistance from adults/peers: a. use technology, including the Internet, to produce and publish writing b. demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting Note: Refer to Grade 4, W2A-C genre-specific standards.	With assistance from adults/peers: a. use technology, including the Internet, to produce and publish writing b. demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting Note: Refer to Grade 5, W2A-C genre-specific standards.
6-12 Correlation Writing 2A						

2		Compose well-developed writing texts for audience and purpose.					
		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	With assistance, draw/write opinion texts that:	Write opinion texts that:	Write opinion texts that:	Write opinion texts that:	Write opinion texts that:	Write opinion texts that:	Write opinion texts that:
	<ul style="list-style-type: none"> a. use a combination of drawing and/or writing to tell an opinion about a topic or text being studied b. give logical reasons for suggesting that others follow a particular course of action or line of thinking c. use words that are related to the topic 	<ul style="list-style-type: none"> a. introduce a topic or text being studied b. state an opinion about the topic or text and provide a reason for the opinion c. use some specific words that are related to the topic d. follow a sense of order in writing e. provide some sense of closure 	<ul style="list-style-type: none"> a. introduce a topic or text being studied, using complete sentences b. state an opinion about the topic or text and provide reasons for the opinion c. use specific words that are related to the topic and audience d. use linking/transition words and phrases to signal event order e. provide evidence of a beginning, middle, and concluding statement or section 	<ul style="list-style-type: none"> a. introduce a topic or text being studied, using connected sentences b. state an opinion or establish a position and provide reasons for the opinion/position c. use specific and accurate words that are related to the topic, audience, and purpose d. contain information using student's original language except when using direct quotation from a source e. reference the name of the author(s) or name of the source used for details or facts included in the text f. use transitions to connect opinion and reason g. provide clear evidence of a beginning, middle, and, concluding statement or paragraph 	<ul style="list-style-type: none"> a. introduce a topic or text being studied, using an introductory paragraph b. state an opinion or establish a position and provide reasons for the opinion/position supported by facts and details c. use specific and accurate words that are related to the topic, audience, and purpose d. contain information using student's original language except when using direct quotation from a source e. reference the name of the author(s) or name of the source used for details or facts included in the text f. use transitions to connect opinion and reason g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs 	<ul style="list-style-type: none"> a. introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose b. state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details c. use specific and accurate words that are related to the topic, audience, and purpose d. contain information using student's original language except when using direct quotation from a source e. reference the name of the author(s) or name of the source used for details or facts included in the text f. use transitions to connect opinion and reason g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs 	

2	developed writing texts for audience and purpose.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C Narrative/Literary 6-12 Correlation Writing 2A	With assistance, draw and/or write fiction or non-fiction narratives and poems that: a. use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined b. tell the reader about a character or personal event c. place events in the order they occurred d. use words that are related to the topic e. provide a reaction to what happened in the events	Write fiction or non-fiction narratives and poems that: a. narrate a story or experience b. use details to describe the story or experience c. place events in the order they occurred d. use linking words to indicate beginning/middle/ end e. use words that are related to the topic f. provide a reaction to what happened in the events	Write fiction or non-fiction narratives and poems that: a. establish a situation/topic based on the student's experience or imagination b. introduce a main character and setting c. develop sensory details d. follow a logical sequence of events using complete sentences to create a beginning/middle/ end e. use linking/transition words to signal event order f. use specific words that are related to the topic and audience	Write fiction or non-fiction narratives and poems that: a. establish a setting and situation/topic and introduce a narrator and/or characters b. use narrative techniques, such as dialogue and descriptions c. establish and organize an event sequence to establish a beginning/middle/ end d. use transition words and phrases to signal event order e. use specific and relevant words that are related to the topic, audience, and purpose h. create a resource page from notes i. present and evaluate the information in a report or annotated display, using previously established teacher/student criteria	Write fiction or non-fiction narratives and poems that: a. establish a setting and situation/topic and introduce a narrator and/or characters b. use narrative techniques, such as dialogue, motivation, and descriptions c. organize an event sequence that unfolds naturally to establish a beginning/middle/ end d. use a variety of transitions to manage the sequence of events e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose	Write fiction or non-fiction narratives and poems that: a. establish a setting and situation/topic and introduce a narrator and/or characters b. use narrative techniques, such as dialogue, motivation, and descriptions c. organize an event sequence that unfolds naturally to establish a beginning/middle/ end d. use a variety of transitions to manage the sequence of events e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose

3 Gather, analyze, evaluate, and use information from a variety of sources.							
Grade K		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Research Process 6-12 Correlation Writing 1A	A	<p>With assistance, apply research process to:</p> <p>a. generate a list of open-ended questions about topics of class interest</p> <p>b. decide what sources or people in the classroom, school, library, or home can answer their questions</p> <p>c. gather evidence from sources</p> <p>d. use pictures in conjunction with writing when documenting research</p>	<p>With assistance, apply research process to:</p> <p>a. generate a list of open-ended questions about topics of interest</p> <p>b. decide what sources of information might be relevant to answer these questions</p> <p>c. gather personal and natural evidence from available sources as well as from interviews with local experts</p> <p>d. organize information found during group or individual research, using graphic organizers or other aids</p> <p>e. make informal presentations of information gathered</p> <p>f. self-evaluate using previously established teacher/student criteria</p>	<p>Apply research process to:</p> <p>a. generate a list of open-ended questions about topics of interest</p> <p>b. create an individual question about a topic</p> <p>c. use own question to find information on a topic</p> <p>d. gather evidence from available sources, literary and informational</p> <p>e. record basic information from literary and informational texts in simple visual format</p> <p>f. present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria</p>	<p>Apply research process to:</p> <p>a. generate a list of subject-appropriate topics</p> <p>b. create an individual question about a topic</p> <p>c. decide what sources of information might be relevant to answer these questions</p> <p>d. locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts</p> <p>e. determine the accuracy and relevance of the information related to a selected question</p> <p>f. take simple notes in own words and sort evidence into provided categories or organizer</p> <p>g. use quotation marks to denote direct quotations when recording specific words and sentences from a source</p>	<p>Apply research process to:</p> <p>a. generate a list of subject-appropriate topics</p> <p>b. create a research question to address relevant to a chosen topic</p> <p>c. identify a variety of relevant sources, literary and informational</p> <p>d. use organizational features of print and digital sources efficiently to locate information</p> <p>e. convert graphic/visual data into written notes</p> <p>f. determine the accuracy of the information gathered</p> <p>g. differentiate between paraphrasing and plagiarism when using ideas of others</p> <p>h. record bibliographic information from sources according to a standard format</p> <p>i. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using</p>	<p>Apply research process to:</p> <p>a. generate a list of subject-appropriate topics</p> <p>b. formulate and refine an open-ended research question</p> <p>c. follow guidelines for collecting and recording information</p> <p>d. select relevant resources, literary and informational</p> <p>e. assess relevance, accuracy, and reliability of information in print and digital sources</p> <p>f. convert graphic/visual data into written notes</p> <p>g. differentiate between paraphrasing and plagiarism when using ideas of others</p> <p>h. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria</p> <p>i. record bibliographic information from sources according to a</p>

Language

Jacket Priority Standards are in GREEN

1 Communicate using conventions of English language.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	In speech and written form, apply standard English grammar to: <ul style="list-style-type: none"> a. identify naming words (nouns) and action words (verbs) b. use plural words when speaking c. express time and space d. demonstrate the use of complete sentences in shared language activities e. use question words in sentences 	In speech and written form, apply standard English grammar to: <ul style="list-style-type: none"> a. use nouns and action verbs that designate past, present, and future in sentences b. use adjectives/adverbs in sentences c. use the conjunctions and, but, and so in sentences d. use the articles a, an, and the in sentences e. use common prepositions f. use common pronouns g. produce complete simple and compound sentences 	In speech and written form, apply standard English grammar to: <ul style="list-style-type: none"> a. use nouns and pronouns in writing b. use collective nouns c. use common irregular nouns d. use reflexive pronouns e. use regular verbs f. use helping verbs with regular verbs g. use adjectives and adverbs in sentences h. produce simple declarative, imperative, exclamatory, and interrogative sentences 	In speech and written form, apply standard English grammar to: <ul style="list-style-type: none"> a. use regular and irregular verbs and simple verb tenses b. use helping verbs with irregular verbs c. use complete subject and complete predicate in a sentence d. use comparative, superlative, and demonstrative adjectives and adverbs e. use subject/verb agreement in sentences f. produce simple and compound imperative, exclamatory, declarative, and interrogative sentences g. use 1st-, 2nd-, and 3rd-person pronouns and their antecedents 	In speech and written form, apply standard English grammar to: <ul style="list-style-type: none"> a. use the “be” helping verbs with “ing” verbs b. use and order adjectives within sentences to conventional patterns c. use progressive verbs to show past, present, and future d. use adverbs in writing e. use subject/verb agreement with 1st-, 2nd-, and 3rd-person pronouns f. use prepositions correctly in a sentence g. recognize the difference between and use coordinating conjunctions and subordinating conjunctions h. produce and expand the complete simple and compound four types of sentences i. correct sentence fragments and run-on sentences in writing 	In speech and written form, apply standard English grammar to: <ul style="list-style-type: none"> a. explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection b. use relative pronouns and relative adverbs c. use pronouns consistently across a text d. use and correct verb tenses e. produce a variety of complex sentences in writing
Grammar 6-12 Correlation Writing 3A						

1 Communicate using conventions of English language.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B	In written text:	In written text:	In written text:	In written text:	In written text:	In written text:
	<p>a. print in upper- and lowercase letters</p> <p>b. recognize that a sentence ends with punctuation marks</p> <p>c. capitalize own first and last name</p> <p>d. capitalize first word in a sentence</p> <p>e. capitalize the pronoun I</p> <p>f. write and name the printed letters that match the sound</p> <p>g. use inventive spelling with beginning, final, and medial sounds</p> <p>h. write and name letters for consonant and vowel sounds</p> <p>i. use correct spelling of own first and last names</p>	<p>a. print legibly, using correct spacing between words and sentences</p> <p>b. use ending punctuation</p> <p>c. capitalize the first letter of others' first and last names</p> <p>d. use commas to separate single words in a series</p> <p>e. spell words using regular spelling patterns</p> <p>f. spell words phonetically using phonemic awareness and spelling knowledge</p> <p>g. arrange words in alphabetical order to the first letter</p>	<p>a. write legibly (print, cursive)</p> <p>b. use dialogue that contains quotation marks</p> <p>c. use apostrophes correctly for contractions</p> <p>d. capitalize weeks, days, months, holidays</p> <p>e. capitalize abbreviated titles of people</p> <p>f. spell words using irregular spelling patterns</p> <p>g. spell and use the plural of nouns by adding -es to nouns ending in -s, -ss, -sh, -ch, or -x</p> <p>h. use nouns that change their spelling in plural form</p> <p>i. arrange words in alphabetical order to the second letter</p>	<p>a. write legibly (print, cursive)</p> <p>b. use an apostrophe to form possessives</p> <p>c. demonstrate and use commas and quotation marks in dialogue</p> <p>d. capitalize dialogue correctly</p> <p>e. use commas for greeting and closing of a friendly letter</p> <p>f. capitalize names of places</p> <p>g. capitalize titles of books, stories, and songs</p> <p>h. use spelling patterns and generalizations to spell compound words</p> <p>i. spell words that double the consonant</p> <p>j. spell plural words that change y to ies</p> <p>k. consult reference materials to check and correct spellings</p> <p>l. arrange words in alphabetical order to the third letter</p>	<p>a. write legibly</p> <p>b. punctuate a dialogue between two or more characters</p> <p>c. insert a comma before a coordinating conjunction in a compound sentence</p> <p>d. capitalize proper adjectives</p> <p>e. use correct capitalization</p> <p>f. spell words with suffixes by dropping or leaving the final e</p> <p>g. spell words ending in the long e sound</p> <p>h. alphabetize reference sources</p> <p>i. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context</p>	<p>a. write legibly</p> <p>b. use a comma before a coordinating conjunction when writing compound sentences</p> <p>c. use a comma to separate an introductory clause in a complex sentence</p> <p>d. use a comma to set off the words yes and no</p> <p>e. use italics when keyboarding titles of books, magazines, and newspapers</p> <p>f. use underlining when writing titles of books, magazines, and newspapers</p> <p>g. use quotation marks when writing titles of stories, songs, poems, articles</p> <p>h. use apostrophes in singular nouns to show possession</p> <p>i. write apostrophes in regular plural nouns to show possession</p> <p>j. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context</p>

Speaking/Listening

Jacket Priority Standards are in GREEN

1 Listen for a purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A Purpose 6-12 Correlation Speaking/Listening 1A, 1C	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following classroom listening rules b. continuing a conversation through multiple exchanges c. following one-step instructions, according to classroom expectations	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following classroom listening rules b. building on others' talk in conversations by responding to the comments of others c. following two-step instructions, according to classroom expectations	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following classroom listening rules b. following three-step instructions, according to classroom expectations	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following classroom listening rules b. asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others c. following three-step instructions, according to classroom expectations	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following, generating, and justifying classroom listening rules b. posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others c. following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following agreed upon rules for listening and fulfilling discussion rules independently b. posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others c. following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations d. listening for speaker's message and summarizing main points based on evidence
2 Listen for entertainment.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A Entertainment No 6-12 Correlation	Develop and apply effective listening skills and strategies in formal and informal settings by: a. demonstrating active listening, according to classroom expectations	Develop and apply effective listening skills and strategies in formal and informal settings by: a. demonstrating active listening, according to classroom expectations	Develop and apply effective listening skills and strategies in formal and informal settings by: a. demonstrating active listening, according to classroom expectations	Develop and apply effective listening skills and strategies in formal and informal settings by: a. demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations	Develop and apply effective listening skills and strategies in formal and informal settings by: a. generating and following active listening rules, according to classroom expectations	Develop and apply effective listening skills and strategies in formal and informal setting by: a. evaluating and modifying own active listening skills

3						
Speak effectively in collaborative discussions.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Speak clearly using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
	<ul style="list-style-type: none"> a. taking turns speaking, according to classroom expectations b. continuing a conversation through multiple exchanges c. confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media 	<ul style="list-style-type: none"> a. taking turns speaking, according to classroom expectations b. building on others' talk in conversations by responding to comments of others c. confirming comprehension of read-alouds and other media by retelling and asking appropriate questions 	<ul style="list-style-type: none"> a. taking turns in discussion with a shoulder partner, according to classroom expectations b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions 	<ul style="list-style-type: none"> a. coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion b. responding appropriately to discussion in a variety of settings, according to classroom expectations c. expressing opinions of read-alouds and independent reading topics 	<ul style="list-style-type: none"> a. contributing to discussion after listening to others' ideas, according to classroom expectations b. expressing opinions of read-alouds and independent reading and relating opinion to others 	<ul style="list-style-type: none"> a. summarizing points made by others before presenting own ideas, according to classroom expectations b. providing and evaluating evidence to support opinion
4						
Speak effectively when presenting.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Speak clearly and audibly, using conventions of language when presenting individually or with a group by:	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:
	<ul style="list-style-type: none"> a. describing personal experiences using a prop, picture, or other visual aid b. speaking in complete sentences 	<ul style="list-style-type: none"> a. explaining a topic (student-chosen) using a prop, picture, or other visual aid with assistance to show understanding b. reciting poetry with a group or individually c. using complete sentences and adjusting volume, as needed 	<ul style="list-style-type: none"> a. explaining a topic (student-chosen or teacher-assigned) while maintaining eye contact with audience b. recalling and telling a story with details, including a beginning, middle, and end c. using academic language and conventions 	<ul style="list-style-type: none"> a. using presentation skills and/or appropriate technology b. presenting information with clear ideas and details while speaking clearly at an understandable pace c. giving an informal presentation, using a variety of media d. choosing words and phrases for effect (adjectives, action verbs, figurative language) e. using academic language and conventions 	<ul style="list-style-type: none"> a. paraphrasing portions of a text read aloud or information presented in diverse media and formats b. using efficient presentation skills with available resources c. incorporating descriptive and sequential details in a student-designed or teacher-assigned topic d. giving a formal presentation to classmates, using a variety of media e. speaking with expression and fluency f. adjusting formal/informal language according to context and topic 	<ul style="list-style-type: none"> a. using efficient presentation skills with available resources using a variety of media b. planning an appropriate presentation based on audience c. employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint