

K-5 ELA Missouri Learning Standards: Grade-Level Expectations With Examples

*Missouri Department of Elementary and Secondary Education
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Reading

1 Develop and apply skills to the reading process.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	With assistance, develop and demonstrate reading skills in response to read-alouds by:	Develop and demonstrate reading skills in response to reading text and read-alouds by:	Develop and demonstrate reading skills in response to text by:	Develop and demonstrate reading skills in response to text by:	Develop and demonstrate reading skills in response to text by:	Develop and demonstrate reading skills in response to text by:
	<p>a. predicting what might happen next in a text based on the cover, title, and illustrations</p> <p>b. asking and responding to questions about texts read aloud (<i>e.g., characters, events, and topics</i>)</p> <p>c. retelling main ideas or important facts from a read aloud or familiar story</p> <p>d. connecting the information and events of a text to experiences</p> <p>e. recognizing beginning, middle, and end</p>	<p>a. predicting what will happen next using prior knowledge</p> <p>b. asking and responding to relevant questions (<i>e.g., who, what, where, when, how</i>)</p> <p>c. seeking clarification and locating facts and details about stories and other texts</p> <p>d. retelling main ideas in sequence including key details</p> <p>e. recognizing beginning, middle, and end</p>	<p>a. using text features (<i>e.g., illustrations, titles, key words, headings, table of contents</i>) to make and confirm predictions, explain why not confirmed</p> <p>b. asking and responding to relevant questions</p> <p>c. seeking clarification and using information/facts and details about texts and supporting answers with evidence from text</p> <p>d. retelling a story's beginning, middle, and end and determining its central message, lesson, or moral</p>	<p>a. explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story</p> <p>b. drawing conclusions and support with textual evidence</p> <p>c. summarizing a story's beginning and middle and determining its central message, lesson, or moral</p> <p>d. monitoring comprehension and making corrections and adjustments when understanding breaks down</p>	<p>a. drawing conclusions and inferring by referencing textual evidence (<i>students should provide attribution or make reference to the text/source from which the supporting evidence was found</i>) of what the text says explicitly as well as inferences drawn from the text</p> <p>b. drawing conclusions by providing textual evidence of what the text says explicitly</p> <p>c. monitoring comprehension and making corrections and adjustments when understanding breaks down</p>	<p>a. drawing conclusions and inferring by referencing textual evidence (<i>students should provide attribution or make reference to the text/source from which the supporting evidence was found</i>) to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>b. drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p>c. monitoring comprehension and making corrections and adjustments when understanding breaks down</p>
<p>Grades 1-5: Continue to address earlier standards as needed and as applies to more difficult texts.</p>						

Reading

1 Develop and apply skills to the reading process.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A (cont'd)		f. monitoring comprehension and making corrections and adjustments when that understanding breaks down (e.g., using background knowledge, generating questions, re-reading a part aloud)	e. monitoring comprehension and making corrections and adjustments when understanding breaks down (e.g., using background knowledge, generating questions, re-reading a part aloud)			
Comprehension 6-12 Correlation Reading Literary 1A, Reading Informational 1A						

Reading

1 Develop and apply skills to the reading process.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B	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:
	<p>a. identifying and sorting pictures of objects into conceptual categories (<i>e.g., colors, shapes</i>)</p> <p>b. demonstrating understanding of opposites (antonyms)</p> <p>c. distinguishing meaning between verbs describing the same action</p> <p>d. using a picture dictionary to find words</p> <p>e. using words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>a. using common affixes to figure out the meaning of a word</p> <p>b. identifying common root words and their inflectional endings</p> <p>c. identifying words that name actions (<i>e.g., verbs like jump</i>) and words that name persons, places, or things (<i>e.g., nouns like ball</i>)</p> <p>d. recognizing that compound words are made up of shorter words</p> <p>e. determining what words mean from how they are used in context of a sentence either heard or read (<i>e.g., He saw a cat./She cut the branch with a saw.</i>)</p> <p>f. sorting words into conceptual categories (<i>e.g., opposites, living things</i>)</p>	<p>a. using prefixes, root words, and suffixes to determine the meaning of words (<i>e.g., allow/disallow</i>)</p> <p>b. using knowledge of the meaning of individual words to determine the meaning of compound words (<i>e.g., lunchtime</i>)</p> <p>c. using context to determine the meaning of a new word or multiple-meaning word in text</p> <p>d. using antonyms (<i>e.g., up/down, hot/cold</i>) and synonyms (<i>e.g., look, glance, peek</i>)</p> <p>e. locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases</p>	<p>a. decoding and identifying the meaning of common prefixes (<i>e.g., in-, dis-, bi-</i>) and suffixes (<i>e.g., -full, -ed, -less</i>) and knowing how they change the meaning of root words</p> <p>b. using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words</p> <p>c. using homographs (<i>e.g., duck, pitcher, ring, pop, wind, read</i>) and homophones (<i>e.g., to, too, two</i>)</p> <p>d. distinguishing the literal and non-literal meanings of words and phrases in context</p>	<p>a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes (<i>e.g. discuss the meaning of the common Greek root, graph, to help students understand the meaning of the words telegraph, photograph, autograph</i>)</p> <p>b. using the context of the sentence (<i>e.g., in-sentence example or definition</i>) to determine the meaning of unfamiliar words or multiple-meaning words</p> <p>c. completing analogies (<i>e.g., boy:girl as male:___ or girl:woman as boy:___</i>)</p>	<p>a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context (<i>e.g., use, unused, useful</i>)</p> <p>b. using context (<i>e.g., in-sentence restatement</i>) to determine meaning of unfamiliar or multiple-meaning words</p> <p>c. constructing analogies</p> <p>d. explaining the meaning of common idioms, adages, similes (<i>e.g., as pretty as a picture</i>), metaphors, hyperboles, and other sayings in text</p>
Vocabulary 6-12 Correlation Reading Literary 1B, Reading Informational 1B						

Reading

1 Develop and apply skills to the reading process.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B (cont'd)		<ul style="list-style-type: none"> g. distinguishing shades of meaning among verbs (<i>e.g., jog, run, sprint</i>) and adjectives (<i>e.g., mad, angry, furious</i>) h. locating words in a dictionary i. using words and phrases acquired through conversations, reading and being read to, and responding to texts 	<ul style="list-style-type: none"> f. distinguishing meaning among closely related verbs and adjectives g. recognizing that some words have literal and non-literal meanings (<i>e.g., idioms- take steps, drop of a hat</i>) h. using conversational, general academic, and domain-specific words and phrases 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> e. identifying and using words and phrases that signal contrast, addition, and relationships (<i>e.g., however, although, nevertheless, similarly, moreover, in addition</i>) 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						

Reading

1 Develop and apply skills to the reading process.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C	With assistance, determine the connection between:	Determine the connection between:	Determine the relevant connections between:	Explain relevant connections between:	Explain relevant connections between:	Compare, contrast, and analyze relevant connections between:
Making Connections 6-12 Correlation Reading Literary 3B	a. text to self (text ideas and own experiences) b. text to text (text ideas including similarities and differences in fiction and nonfiction)	a. text to text (text ideas, including similarities and differences in fiction and nonfiction)	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)	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)	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)	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)
	K-5: As students mature and grow as readers, the text level and connections should become more complex.					

Reading

1 Develop and apply skills to the reading process.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
D	Read independently for sustained periods of time by:	Read independently for multiple purposes over sustained periods of time by:	Read independently for multiple purposes over sustained periods of time by:	Read independently for multiple purposes over sustained periods of time by:	Read independently for multiple purposes over sustained periods of time by:	Read independently for multiple purposes over sustained periods of time by:
Independent Text No 6- 12 Correlation	a. engaging with text as developmentally appropriate (<i>e.g., book walk, tell the story through pictures, read the words</i>)	a. engaging with and reading text that is developmentally appropriate b. producing evidence of reading (<i>e.g., conference, graphic organizer, small-group discussion</i>)	a. reading text that is developmentally appropriate b. producing evidence of reading (<i>e.g., paraphrase while maintaining meaning</i>)	a. reading text that is developmentally appropriate b. producing evidence of reading (<i>e.g., paraphrase, create a journal, participate in book talks</i>)	a. reading text that is developmentally appropriate b. producing evidence of reading (<i>e.g., paraphrase maintaining logical order, create a journal or reading log, participate in book talks</i>)	a. reading text that is developmentally appropriate b. producing evidence of reading (<i>e.g. paraphrase maintaining logical order, create a journal or reading log, participate in book talks</i>)

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
A	With assistance, read, infer, and draw conclusions to:	Read, infer, analyze, and draw conclusions to:	Read, infer, analyze, and draw conclusions to:	Read, infer, analyze, and draw conclusions to:	Read, infer, analyze, and draw conclusions to:	Read, infer, analyze, and draw conclusions to:
	<p>a. identify elements of a story, including setting, character, and key events</p> <p>b. retell a main event from a story read aloud and familiar stories</p> <p>c. recognize sensory details and recurring phrases (e.g., “Once upon a time” or “They lived happily ever after.”)</p> <p>d. recognize different types of texts (e.g., storybooks, poems)</p> <p>e. name author and illustrator of a story and describe how each is telling the story</p> <p>f. compare and contrast adventures of characters in familiar stories</p> <p>g. ask and answer questions about unknown words in text</p>	<p>a. describe characters, setting, problem, solution, and events in logical sequences</p> <p>b. describe the main idea of a story</p> <p>c. describe sensory details</p> <p>d. explain reoccurring phrases (e.g., “Once upon a time” or “They lived happily ever after.”) and why they are used</p> <p>e. explain the actions of the main character and the reasons for those actions</p> <p>f. identify who is telling the story</p> <p>g. compare and contrast adventures and experiences of characters in stories</p>	<p>a. describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson</p> <p>b. describe the main characters in works of fiction, including their traits, motivations, and feelings</p> <p>c. compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events</p> <p>d. describe cause-and-effect relationships</p> <p>e. explain how the story changes based on who is telling the story</p> <p>f. compare and contrast the differences in points of view of characters and how stories are narrated</p>	<p>a. summarize and sequence the events/plot and explain how past events impact future events</p> <p>b. describe the personality traits of characters from their thoughts, words, and actions</p> <p>c. describe the interaction of characters, including relationships and how they change</p> <p>d. paraphrase the big idea/themes and supporting details of texts</p> <p>e. compare and contrast key elements in various types of fiction</p> <p>f. explain cause-and-effect relationships</p> <p>g. distinguish their own point of view from that of the narrator or those of the characters</p>	<p>a. summarize and sequence the events/plot, explain how past events impact future events, and identify the theme</p> <p>b. describe the personality traits of characters from their thoughts, words, and actions</p> <p>c. describe the interaction of characters, including relationships and how they change</p> <p>d. compare and contrast the adventures or exploits of characters and their roles (e.g., hero/protagonist, villain/antagonist)</p> <p>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</p>	<p>a. compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts</p> <p>b. explain the theme or moral lesson, conflict, and resolution in a story or novel</p> <p>c. describe how a narrator’s or speaker’s point of view (perspective) influences events</p> <p>d. recognize foreshadowing</p> <p>e. explain the effect of a historical event or movement in literature</p> <p>f. introduce origin myths and culturally significant characters/ events in mythology</p> <p>g. introduce different forms of third-person points of view in stories</p>
Fiction 6-12 Correlation Reading Literary 1A						

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
B	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:
Poetry 6-12 Correlation Reading Literary 1A, 2A, 2C	<p>a. respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds (<i>e.g., nursery rhymes</i>)</p>	<p>a. use rhythm, rhyme, and alliteration through identifying a regular beat and similarities in word sounds</p>	<p>a. describe how rhythm, rhyme, and repetition create imagery in poetry</p> <p>b. use onomatopoeia</p>	<p>a. use examples of alliteration</p> <p>b. identify basic forms of poetry (<i>e.g., couplet, haiku</i>)</p>	<p>a. explain structural elements of poetry (<i>e.g., rhyme, meter, stanzas, line breaks</i>)</p>	<p>a. explain how poets use sound and visual elements in poetry (<i>e.g., rhyme scheme, couplets, unusual patterns of punctuation or capitalization, alliteration, onomatopoeia</i>)</p> <p>b. identify forms of poems (<i>e.g. dramatic poems with dialogue and action</i>)</p>

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
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:	Read, infer, and draw conclusions to:
Drama 6-12 Correlation Reading Literary 1A, 2A, 2C	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 (<i>e.g., words that describe the five senses</i>)	a. identify characters, setting, acts, and scenes in plays b. identify the elements of dialogue (<i>e.g., lines spoken by the actors; identification of character who is speaking</i>) 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 (<i>e.g., act, scene, cast of characters, stage directions</i>)	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	

Reading

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	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:
Text Features 6-12 Correlation Reading Informational 1A, 1C	<ul style="list-style-type: none"> a. identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations (<i>e.g., bold or italic print</i>) b. use titles and illustrations to make predictions about text c. identify text features (<i>e.g., title, author, table of contents, illustrations, glossary</i>) d. identify the meaning of environmental print 	<ul style="list-style-type: none"> a. use text features to restate the main idea (<i>e.g., title, author, table of contents, illustrations, glossary</i>) 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 (<i>e.g., title, table of contents, illustrations</i>) to locate specific information in text d. follow written multi-step directions with picture cues to assist with understanding 	<ul style="list-style-type: none"> 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 (<i>e.g., table of contents, index, headings, captions</i>) to locate specific information d. explain common graphic features to assist in the interpretation of text (<i>e.g., figures, illustrations</i>) e. follow written multi-step directions f. describe connections between and state the order of the events or ideas 	<ul style="list-style-type: none"> a. explain the author’s purpose b. identify the details or facts that support the main idea c. use text features (<i>e.g., bold print, captions, key words, italics</i>) and graphic features (<i>e.g., charts, graphs, maps</i>) 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 	<ul style="list-style-type: none"> a. use multiple text features (<i>e.g., guide words, topic and concluding sentences</i>) 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 (<i>e.g., following a recipe</i>) c. interpret and explain factual information presented graphically (<i>e.g., charts, diagrams, graphs, illustrations</i>) 	<ul style="list-style-type: none"> 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 (<i>e.g., maps, charts, illustrations, graphs, timelines, tables, diagrams</i>)

Reading

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:	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. respond to examples of sensory details	a. distinguish between fiction and nonfiction b. identify examples of sensory details	a. explain why a text is fiction or nonfiction b. ask and answer questions to clarify meaning c. explain examples of sensory details	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	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 (e.g., <i>Laura Ingalls-Wilder, On the Banks of Plum Creek</i>) 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 (e.g., <i>figurative language, questions, sensory details</i>) to present information to influence what the reader thinks or does	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 (<i>perspective</i>) they represent c. verify facts through established methods d. identify the author's viewpoint (<i>perspective</i>) or position, supporting premises and evidence, and conclusion of a persuasive argument e. recognize exaggerated, contradictory, or misleading statements
Literary Techniques 6-12 Correlation Reading Informational 1D, 2D, 2B, 2C						

Reading

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 (cont'd)						f. explain the type of evidence used to support a claim in a persuasive text <i>(e.g., scientific research evidence, anecdotal evidence based on personal knowledge, discipline-based opinion of experts)</i>
Literary Techniques 6-12 Correlation Reading Informational 1D, 2D, 2B, 2C						g. use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning

Reading

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:
Text Structures 6-12 Correlation Reading Informational 2A	<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 (<i>to entertain, persuade, inform, etc.</i>) 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 (<i>e.g., dates, chronological order, maps, photos, captions</i>) 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 (<i>e.g., cause and effect, compare and contrast, sequential order, logical order, classification schemes</i>)

Reading

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 (cont'd)						<ul style="list-style-type: none"> 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						

Reading

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	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 (e.g., advertisements, newspapers, radio programs) b. identifying techniques used in media (e.g., sound, movement) 	<ul style="list-style-type: none"> a. distinguishing purposes of media (e.g., informational, entertainment) b. explaining techniques used in media (e.g., sound, movement) 	<ul style="list-style-type: none"> a. explaining purposes of media (e.g., informational, entertainment) b. describing techniques used to create media messages (e.g., sound, graphics) c. identifying various written conventions for using digital media (e.g., email, website, video game) 	<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 (e.g., shape, color, sound) c. comparing various written conventions used for digital media (e.g., language in an informal email vs. language in a web-based news article) d. identifying text structures (e.g., subheadings, links, side bars) and graphics features (e.g., page or website design, website audio/video clips) 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 (e.g., pacing, close-ups, sound effects) c. comparing various written conventions used for digital media (e.g., language in an informal email vs. language in a web-based news article) 	<ul style="list-style-type: none"> a. explaining how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news) b. comparing and contrasting the difference in techniques used in media (e.g., commercials, documentaries, news) c. identifying the point of view of media presentations d. analyzing various digital media venues for levels of formality and informality
Digital and Media Literacy 6-12 Correlation Reading Literacy 3A	<p>K-5: Media – a system of communication, information, or entertainment; varied ways for authors/creators to share ideas and messages with readers and/or viewers.</p>					

Reading

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 (cont'd)					d. explaining text structures (<i>e.g., subheadings, links, sidebars, page or site design, audio/video clips</i>) and graphics features (<i>e.g., illustrations, graphs/charts, maps, photos, etc.</i>) of a web page and how they help readers to comprehend text	e. explaining textual (<i>e.g., subheadings, links, sidebars, page design, audio/video clips</i>) and graphics features (<i>e.g., illustrations, graphs/charts, maps, photos, etc.</i>) of a web page and how they help readers to comprehend text
Digital and Media Literacy 6-12 Correlation Reading Literacy 3A						

Reading Foundations

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	Develop print awareness in the reading process by:	Develop print awareness in the reading process by:	Develop print awareness in the reading process by:			
Print Awareness No 6-12 Correlation	<ul style="list-style-type: none"> a. identifying all upper- and lowercase 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 (<i>e.g., capitalization of the first word and punctuation at the end</i>) 	<ul style="list-style-type: none"> a. understanding that sentences are organized into paragraphs to convey meaning 			

Reading Foundations

2 Understand how English is written and read.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Develop phonemic awareness in the reading process by:	Develop phonemic awareness in the reading process by:				
	<ul style="list-style-type: none"> a. identifying sounds in spoken words b. producing rhymes in response to spoken words (<i>e.g., What rhymes with cat?</i>) 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 (<i>e.g., Baby boy bounces.</i>) e. blending spoken onsets and rimes to form simple words (<i>e.g., onset /c/ rime /at/ to form cat</i>) f. blending spoken phonemes to form one-syllable words (<i>e.g., /m.../a.../n...man</i>) g. isolating the initial, medial, and final sounds in spoken words 	<ul style="list-style-type: none"> 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 (<i>e.g., glow to blow</i>) d. blending spoken phonemes to form one- or two-syllable words including consonant blends (<i>e.g., spl</i>) e. segmenting spoken words of three to five phonemes into individual phonemes f. (<i>e.g., splat /s.../p.../l.../a.../t/</i>) 				

Phonemic Awareness
No 6-12 Correlation

Reading Foundations

2 Understand how English is written and read.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A (cont'd)	h. segmenting spoken words into two or three phonemes (e.g., dog.../d/.../o/.../g/)					
Phonemic Awareness No 6-12 Correlation						

Reading Foundations

3 Understand how English is written and read.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:
Phonics No 6-12 Correlation	<ul style="list-style-type: none"> 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 (e.g., <i>man, replace the /m/ with a /c/ to become can</i>) and using letter-sound knowledge to write simple messages and words 	<ul style="list-style-type: none"> 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 (e.g., <i>bl, st</i>) d. producing consonant digraphs (e.g., <i>ch, tch, sh, wh, ck, dge</i>) e. combining sounds from letters and common spelling patterns to create and decode recognizable words (e.g., <i>consonant blends, long- and short-vowel patterns</i>) f. using syllabication patterns to decode words - CVC (e.g., <i>mat, bat</i>), CV (e.g., <i>he, me</i>), VCe (e.g., <i>kite, fame</i>) g. reading irregularly spelled words 	<ul style="list-style-type: none"> a. decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends (e.g., <i>thr, spl</i>), consonant and vowel digraphs (e.g., <i>ng, ph, ie, ew</i>), and vowel diphthongs (e.g., <i>oi</i>) b. distinguishing long and short vowels when reading regularly spelled one-syllable words c. decoding regularly spelled two-syllable words with long vowels (e.g., <i>today</i>) d. decoding words with vowel diphthongs e. decoding words with vowel digraphs (e.g., <i>oo, ea, ee, ow, ou, ie</i>) f. reading words with common prefixes and suffixes (e.g., <i>un-, dis-, -ly, -less</i>) 	<ul style="list-style-type: none"> a. decoding multisyllabic words in context and independent of context by applying common spelling patterns (e.g., <i>dropping the final "e" and add endings such as -ing, -ed, -able; use, used, using, usable</i>) b. decoding words that double final consonants when adding an ending (e.g., <i>hop to hopping</i>) c. using the meaning of common prefixes and suffixes (e.g., <i>-dis, -ly, -de, -ful, -able</i>) d. using the meaning of homophones (e.g., <i>hair/hare</i>) 	<ul style="list-style-type: none"> a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context (e.g., <i>roots, prefixes, suffixes</i>) b. reading root words, prefixes, and suffixes and important words from specific content curricula 	<ul style="list-style-type: none"> a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context (e.g., <i>roots, prefixes, suffixes</i>) b. reading root words, prefixes, suffixes, and important words from all specific content curricula
						Grades 1-5: Continue to address earlier standards as needed and as applies to more difficult texts.

Reading Foundations

3 Understand how English is written and read.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A (cont'd)		h. reading root words with inflectional endings (<i>e.g., plurals, tenses, comparatives</i>)	g. using contractions (<i>e.g., haven't, it's</i>)	e. decoding known and unknown words by spelling patterns (<i>e.g., final stable syllable tumble, VCe in-vite, r-controlled vowels per-fect, vowel digraphs and diphthongs boy-hood</i>) (<i>e.g., -eigh, -ought</i>)		
	Phonics No 6-12 Correlation	i. reading contractions and compound words j. reading high-frequency words k. demonstrating decoding skills when reading	h. using common syllable patterns to decode words including r-controlled vowels (<i>e.g., person, butter; including er, ir, ur, ar, and or</i>) i. reading irregularly spelled high-frequency words (<i>e.g., through, tough</i>) j. demonstrating decoding skills when reading new words in a text	f. reading irregularly spelled high-frequency words		

Reading Foundations

4		Understand how English is written and read.				
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Read, with support, appropriate texts with purpose and understanding	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension
Fluency No 6-12 Correlation		a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	a. use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing

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	Follow a writing process, with assistance, to generate a writing plan through:	Follow a writing process to plan a first draft by:	Follow a writing process to plan a first draft by:	Follow a writing process to plan a first draft by:	Follow a writing process to plan a first draft by:	Follow a writing process to plan a first draft by:
Prewriting 6-12 Correlation Writing 2A	<p>a. using pictures, oral language or written letters, and/or words</p>	<p>a. brainstorming and recording key ideas (<i>e.g., drawing, sharing ideas, listing ideas, free writing</i>)</p>	<p>a. brainstorming and recording key ideas using a graphic organizer (<i>e.g., drawing and listing key ideas</i>)</p>	<p>a. using a simple prewriting strategy when given the purpose and the intended audience (<i>e.g., brainstorming, graphic organizers, logs, journals</i>)</p>	<p>a. selecting a genre appropriate for conveying the purpose to an intended audience</p> <p>b. formulating questions related to the topic</p> <p>c. accessing prior knowledge or building background knowledge related to the topic</p> <p>d. using a prewriting strategy (<i>e.g., brainstorming, graphic organizers, logs, journals, discussions</i>)</p>	<p>a. selecting a genre appropriate for conveying the purpose to an intended audience</p> <p>b. formulating questions related to the topic</p> <p>c. accessing prior knowledge or building background knowledge related to the topic</p> <p>d. using a prewriting strategy (<i>e.g., brainstorming, graphic organizers, logs, journals, discussions</i>)</p>

Writing

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	Appropriate to genre type, develop a draft from prewriting by:	Appropriate to genre type, develop a draft from prewriting by:	Appropriate to genre type, develop a draft from prewriting by:	Appropriate to genre type, develop a draft from prewriting by:	Appropriate to genre type, develop a draft from prewriting by:	Appropriate to genre type, develop a draft from prewriting by:
	<p>a. sequencing the actions or details through letters, words, and pictures</p> <p><i>Note: Refer to Grade K, W2A-C genre-specific standards.</i></p>	<p>a. sequencing ideas into sentences and staying on topic throughout the text</p> <p>b. generating evidence of a simple opening and simple closing</p> <p><i>Note: Refer to Grade 1, W2A-C genre-specific standards.</i></p>	<p>a. sequencing ideas into clear and coherent sentences</p> <p>b. generating paragraphs with one main idea</p> <p>c. creating evidence of a beginning, middle, and end</p> <p>d. addressing an appropriate audience</p> <p><i>Note: Refer to Grade 2, W2A-C genre-specific standards.</i></p>	<p>a. generating a main idea to support a multiple-paragraph text using a variety of sentence types, including imperative and exclamatory</p> <p>b. supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)</p> <p>c. categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end</p> <p>d. addressing an appropriate audience</p> <p><i>Note: Refer to Grade 3, W2A-C genre-specific standards.</i></p>	<p>a. generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound</p> <p>b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph</p> <p>c. categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs</p> <p>d. addressing an appropriate audience</p> <p><i>Note: Refer to Grade 4, W2A-C genre-specific standards.</i></p>	<p>a. choosing an appropriate organizational structure (e.g. <i>storyline, sequence of events, time order, cause/effect, compare/contrast</i>) and building on one main idea to create a multiple-paragraph text appropriate to the genre</p> <p>b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph</p> <p>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</p>
Draft 6-12 Correlation Writing 2A						

Writing

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 (cont'd)						<p>d. restating the overall main idea in the concluding statement</p> <p>e. addressing an appropriate audience, organization, and purpose</p> <p><i>Note: Refer to Grade 5, W2A-C genre-specific standards.</i></p>
Draft 6-12 Correlation Writing 2A						

Writing

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:	Reread, revise, and edit drafts with assistance from adults/peers to:	Reread, revise and edit drafts with assistance from adults/peers, to:	Reread, revise, and edit drafts with assistance from adults/peers to:	Reread, revise, and edit drafts with assistance to:	Reread, revise, and edit drafts with assistance to:
Revise/Edit 6-12 Correlation Writing 3A	<p>a. respond to questions and suggestions, adding details to strengthen writing</p> <p>b. edit by leaving spaces between words in a sentence</p>	<p>a. respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing</p> <p>b. edit by leaving spaces between words in sentences</p> <p>c. edit for language conventions</p>	<p>a. strengthen writing as needed by revising</p> <ul style="list-style-type: none"> • main idea • details • word choice • sentence construction • event order • audience • voice <p>b. edit for language conventions</p>	<p>a. develop and strengthen writing by revising</p> <ul style="list-style-type: none"> • 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 <p>b. edit for language conventions</p>	<p>a. develop and strengthen writing by revising</p> <ul style="list-style-type: none"> • 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 <p>b. edit for language conventions</p>	<p>a. develop and strengthen writing by revising</p> <ul style="list-style-type: none"> • 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 <p>b. edit for language conventions</p>

Writing

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:	With assistance from adults/peers:	With assistance from adults/peers:	With assistance from adults/peers:	With assistance from adults/peers:	With assistance from adults/peers:
Produce/Publish and Share Writing 6-12 Correlation Writing 2A	a. explore a variety of conventional/digital tools to produce and publish writing	a. use a variety of conventional/digital tools to produce and publish writing	a. use a variety of conventional/digital tools to produce and publish writing b. introduce keyboarding skills	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	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	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
	<i>Note: Refer to Grade K, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 1, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 2, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 3, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 4, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 5, W2A-C genre-specific standards.</i>

Writing

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:
	<p>a. use a combination of drawing and/or writing (<i>e.g., letters, phonetically spelled words, sentences</i>) to tell an opinion about a topic or text being studied</p> <p>b. give logical reasons for suggesting that others follow a particular course of action or line of thinking (<i>e.g., student shows or tells why a text is his/her favorite</i>)</p> <p>c. use words that are related to the topic</p> <p><i>Example: My favorite book is... (animal, color, toy, food, student choice)</i></p>	<p>a. introduce a topic or text being studied</p> <p>b. state an opinion about the topic or text and provide a reason for the opinion</p> <p>c. use some specific words that are related to the topic</p> <p>d. follow a sense of order in writing (<i>e.g., first, second, next</i>)</p> <p>e. provide some sense of closure</p> <p><i>Example: Write a letter to your principal telling her why your class should take a field trip to a farm because you have been learning all about animals.</i></p> <p><i>My favorite character from _____ is _____ because...</i></p> <p><i>If I could be anybody, I'd choose _____ because...</i></p>	<p>a. introduce a topic or text being studied, using complete sentences</p> <p>b. state an opinion about the topic or text and provide reasons for the opinion</p> <p>c. use specific words that are related to the topic and audience</p> <p>d. use linking/transition words and phrases to signal event order (<i>e.g., because, also, finally</i>)</p> <p>e. provide evidence of a beginning, middle, and concluding statement or section</p> <p><i>Example: Write a letter to the school librarian convincing her why you believe the library should be open to students on Saturdays.</i></p>	<p>a. introduce a topic or text being studied, using connected sentences</p> <p>b. state an opinion or establish a position and provide reasons for the opinion/position</p> <p>c. use specific and accurate words that are related to the topic, audience, and purpose</p> <p>d. contain information using student's original language except when using direct quotation from a source</p> <p>e. reference the name of the author(s) or name of the source used for details or facts included in the text</p> <p>f. use transitions to connect opinion and reason (<i>e.g., then, next, because, one example, for example</i>)</p>	<p>a. introduce a topic or text being studied, using an introductory paragraph</p> <p>b. state an opinion or establish a position and provide reasons for the opinion/position supported by facts and details</p> <p>c. use specific and accurate words that are related to the topic, audience, and purpose</p> <p>d. contain information using student's original language except when using direct quotation from a source</p> <p>e. reference the name of the author(s) or name of the source used for details or facts included in the text</p>	<p>a. introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose</p> <p>b. state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details</p> <p>c. use specific and accurate words that are related to the topic, audience, and purpose</p> <p>d. contain information using student's original language except when using direct quotation from a source</p> <p>e. reference the name of the author(s) or name of the source used for details or facts included in the text</p>
Opinion/Argumentative 6-12 Correlation Writing 2A						

Writing

2 Compose well-developed writing texts for audience and purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A (cont'd)			<p><i>Example: Your principal is considering opening the school on Saturdays. What is your opinion and why do you think that?</i></p>	<p>g. provide clear evidence of a beginning, middle, and, concluding statement or paragraph</p>	<p>f. use transitions to connect opinion and reason (e.g. for instance, in order to, in addition, in summary, in other words, in conclusion)</p>	<p>f. use transitions to connect opinion and reason (e.g. consequently, therefore, for this reason)</p>
	Opinion/Argumentative 6-12 Correlation Writing 2A			<p><i>Example: Write a speech to your classmates convincing them why you think they should volunteer for the school clean-up campaign.</i></p> <p><i>Write a short essay convincing your classmates why you think they should volunteer for the school clean-up campaign. Use relevant evidence/reasons to support your opinion.</i></p>	<p>g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs</p> <p><i>Example: Write an opinion essay for your school newspaper convincing readers whether or not students should wear school uniforms next year. Use relevant evidence/reasons to support your opinion.</i></p>	<p>g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs</p> <p><i>Example: Write an opinion essay to convince your parents whether or not they should vote for your school to buy vending machines for the school lunchroom. Use relevant evidence/reasons to support your opinion.</i></p>

Writing

2 Compose well-developed writing texts for audience and purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B	With assistance, draw or write informative/explanatory texts that:	Write informative/explanatory texts that:	Write informative/explanatory texts that:	Write informative/explanatory texts that:	Write informative/explanatory texts that:	Write informative/explanatory texts that:
	<p>a. use a combination of drawing and/or writing (<i>e.g., letters, phonetically spelled words, sentences</i>) to name and inform about a topic being studied</p> <p>b. use words that are related to the topic</p> <p><i>Example: Look at pictures of animals from the same species to determine how they are alike and different, developing main ideas to inform.</i></p> <p><i>Create a T-chart that compares two plants of the same species.</i></p> <p><i>Draw or lists steps for building a snowman, etc.</i></p> <p><i>Create a class chart showing how _____ are alike and different.</i></p>	<p>a. introduce a topic or text being studied and supply facts</p> <p>b. use some specific words that are related to the topic</p> <p>c. follow a sense of order in <i>writing (e.g. first, second, next)</i></p> <p>d. create some sense of closure</p> <p><i>Example: Make a list of things observed in daylight and a list of things observed at night. Create a paragraph to compare day and night.</i></p> <p><i>Explain how to... take care of a pet, make a bed, make a PBJ sandwich, etc.</i></p>	<p>a. introduce a topic or text being studied, using complete sentences</p> <p>b. use facts and definitions to develop points in generating paragraphs</p> <p>c. use specific words that are related to the topic and audience</p> <p>d. use linking words and phrases to signal event order (<i>e.g., because, also, finally</i>)</p> <p>e. create a concluding statement or paragraph</p> <p><i>Example: Use notes and drawings from science or social studies class to create texts with connected sentences to explain a topic (e.g., effect of light on growing plants; what community helpers do).</i></p>	<p>a. introduce a topic or text being studied</p> <p>b. develop the topic with simple facts, definitions, details, and explanations</p> <p>c. use specific, relevant words that are related to the topic, audience, and purpose</p> <p>d. use the student's original language except when quoting from a source</p> <p>e. use transition words to connect ideas within categories of information (<i>e.g., but, therefore, since, one example, for example</i>)</p> <p>f. create a concluding statement or paragraph</p> <p><i>Example: Use notes from print and digital sources to create a multi-paragraph report about a planet in our solar system.</i></p>	<p>a. introduce a topic using a topic sentence in an introductory paragraph</p> <p>b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations (<i>e.g., speakers, books, newspapers, digital media sources</i>)</p> <p>c. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose</p> <p>d. contain information using student's original language except when using direct quotations from a source</p> <p>e. use transitions to connect categories of information (<i>e.g., in addition, in summary, in other words, in conclusion</i>)</p>	<p>a. introduce a topic using a topic sentence in an introductory paragraph</p> <p>b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations (<i>e.g., speakers, books, newspapers, digital media sources</i>)</p> <p>c. use an organizational format (<i>e.g., order of importance, time/space, cause/effect, compare/contrast</i>) that suits the topic</p> <p>d. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose</p> <p>e. contain information using student's original language except when using direct quotations from a source</p>

Informative/Explanatory
6-12 Correlation Writing 2A

Writing

2	Compose well-developed writing texts for audience and purpose.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B (cont'd)					<p>f. use text structures when useful (<i>e.g., headings, bold type</i>)</p> <p>g. create a concluding paragraph related to the information</p>	<p>f. use transition words to connect ideas within and across categories of information (<i>e.g., consequently, specifically, therefore, for this reason</i>)</p>
Informative/Explanatory 6-12 Correlation Writing 2A					<p><i>Example: Use notes from print and digital sources to create a biographical report in chronological order (e.g., Famous Missourian).</i></p>	<p>g. use text structures (<i>e.g., headings, bold type</i>) when useful</p> <p>h. create a concluding paragraph related to the information</p> <p><i>Example: Use notes from print and digital sources to create a research project/report (e.g., causes/effects of the Civil War).</i></p>

Writing

2 Compose well-developed writing texts for audience and purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C	With assistance, draw and/or write fiction or non-fiction narratives and poems that:	Write fiction or non-fiction narratives and poems that:	Write fiction or non-fiction narratives and poems that:	Write fiction or non-fiction narratives and poems that:	Write fiction or non-fiction narratives and poems that:	Write fiction or non-fiction narratives and poems that:
	<p>a. use a combination of drawing and/or writing (<i>e.g., letters, phonetically spelled words, sentences</i>) to narrate a story or experience the student has had or has imagined</p> <p>b. tell the reader about a character or personal event</p> <p>c. place events in the order they occurred (<i>beginning/middle/end</i>)</p> <p>d. use words that are related to the topic</p> <p>e. provide a reaction to what happened in the events</p> <p><i>Examples: Narrative connected to mentor texts (e.g., picture story, scary story, journal)</i></p> <p><i>Retell the story.</i></p>	<p>a. narrate a story or experience</p> <p>b. use details to describe the story or experience</p> <p>c. place events in the order they occurred</p> <p>d. use linking words to indicate beginning/middle/end (<i>e.g., first, second, third</i>)</p> <p>e. use words that are related to the topic</p> <p>f. provide a reaction to what happened in the events</p> <p><i>Examples: Narrative connected to mentor texts (e.g., picture story, scary story, journal)</i></p> <p><i>Retell the story.</i></p>	<p>a. establish a situation/topic based on the student's experience or imagination</p> <p>b. introduce a main character and setting</p> <p>c. develop sensory details</p> <p>d. follow a logical sequence of events using complete sentences to create beginning/middle/end</p> <p>e. use linking/transition words to signal event order (<i>e.g., then, after, next</i>)</p> <p>f. use specific words that are related to the topic and audience</p> <p><i>Examples: Realistic fiction (e.g., "My Favorite Game," thank-you notes to family or community member)</i></p> <p><i>Write a short story or poem</i></p>	<p>a. establish a setting and situation/topic and introduce a narrator and/or characters</p> <p>b. use narrative techniques, such as dialogue and descriptions</p> <p>c. establish and organize an event sequence to establish a beginning/middle/end</p> <p>d. use transition words and phrases to signal event order (<i>e.g., before, later, after a while</i>)</p> <p>e. use specific and relevant words that are related to the topic, audience, and purpose (<i>e.g., sensory images</i>)</p>	<p>a. establish a setting and situation/topic and introduce a narrator and/or characters</p> <p>b. use narrative techniques, such as dialogue, motivation (<i>e.g., thoughts, feelings</i>), and descriptions</p> <p>c. organize an event sequence that unfolds naturally to establish a beginning/middle/end</p> <p>d. use a variety of transitions to manage the sequence of events (<i>e.g., after we ate, a moment later, shortly after my nap</i>)</p> <p>e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose (<i>e.g., figurative language, sensory details, domain-specific words</i>)</p>	<p>a. establish a setting and situation/topic and introduce a narrator and/or characters</p> <p>b. use narrative techniques, such as dialogue, motivation, and descriptions</p> <p>c. organize an event sequence that unfolds naturally to establish a beginning/middle/end</p> <p>d. use a variety of transitions to manage the sequence of events (<i>e.g., however, although it was raining, nevertheless, similarly, moreover, in addition, all of a sudden, earlier I saw</i>)</p> <p>e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose (<i>e.g., figurative language, sensory details, domain-specific words</i>)</p>
Narrative/Literary 6-12 Correlation Writing 2A						

Writing

2	Compose well-developed writing texts for audience and purpose.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C (cont'd)				<i>Examples: Personal narrative (e.g., "Times you learned to do something: ride a bike, make cookies," fairy tale, mystery, sport story, question poem, diamante poetry)</i>	<i>Examples: Diary, journal, folk tales, tall tales, dialogue between two people in history, bio poem, onomatopoeia poem</i>	<i>Examples: Scripts, fables, song, a memoir, science fiction, limerick, haiku, epitaph</i>
Narrative/Literary 6-12 Correlation Writing 2A						

Writing

3 Gather, analyze, evaluate, and use information from a variety of sources.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	With assistance, apply research process to:	With assistance, apply research process to:	Apply research process to:	Apply research process to:	Apply research process to:	Apply research process to:
Research Process 6-12 Correlation Writing 1A	<p>a. generate a list of open-ended questions about topics of class interest (<i>e.g., students explore a number of books by a favorite author</i>)</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 (<i>e.g., pictures, charts, grade-appropriate texts, people</i>)</p> <p>d. use pictures in conjunction with writing when documenting research</p>	<p>a. generate a list of open-ended questions about topics of interest (<i>e.g., students explore a number of "how-to" books on a given topic</i>)</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>a. generate a list of open-ended questions about topics of interest (<i>e.g., students read a number of books on a single topic</i>)</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 (<i>e.g., notes, charts, picture graphs, diagrams</i>)</p> <p>f. present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria</p>	<p>a. generate a list of subject-appropriate topics (<i>e.g., students brainstorm topics about Native Americans, presidents, solar system, weather</i>)</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 (<i>e.g., maps timelines, graphs</i>) 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>a. generate a list of subject-appropriate topics (<i>e.g., students brainstorm topics about famous mathematicians, inventions of the 20th century, effects of solar energy</i>)</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 (<i>e.g., digital, print, visual sources, interviews</i>)</p> <p>d. use organizational features of print and digital sources efficiently to locate information (<i>e.g., table of contents, indices, glossaries, website headings and links</i>)</p> <p>e. convert graphic/visual data into written notes (<i>e.g. charts, diagrams, timelines</i>)</p>	<p>a. generate a list of subject-appropriate topics (<i>e.g., students brainstorm topics about women in history, the human body, natural disasters</i>)</p> <p>b. formulate and refine an open-ended research question</p> <p>c. follow guidelines for collecting and recording information (<i>e.g., note-taking, outlines, organizers</i>)</p> <p>d. select relevant resources, literary and informational</p> <p>e. assess relevance, accuracy, and reliability (<i>credibility</i>) of information in print and digital sources (<i>e.g., author, organization, date of publication, publisher, title of journal</i>)</p> <p>f. convert graphic/visual data into written notes (<i>e.g., charts, diagrams, timelines</i>)</p>

Writing

3	Gather, analyze, evaluate, and use information from a variety of sources.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A (cont'd)				g. use quotation marks to denote direct quotations when recording specific words and sentences from a source 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	f. determine the accuracy of the information gathered g. differentiate between paraphrasing and plagiarism when using ideas of others h. record bibliographic information from sources according to a standard format (<i>e.g., author, title, publisher, publication year</i>) i. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria	g. differentiate between paraphrasing and plagiarism when using ideas of others h. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria i. record bibliographic information from sources according to a standard format (<i>e.g., author, title, publisher, publication year</i>)
Research Process 6-12 Correlation Writing 1A						

Language

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:	In speech and written form, apply standard English grammar to:	In speech and written form, apply standard English grammar to:	In speech and written form, apply standard English grammar to:	In speech and written form, apply standard English grammar to:	In speech and written form, apply standard English grammar to:
Grammar 6-12 Correlation Writing 3A	<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 (e.g., on, off, in, out, from, to, with, above, below, before, after) d. demonstrate the use of complete sentences in shared language activities (e.g., show and tell) e. use question words in sentences (e.g., who, what, where, when, why, how) 	<ul style="list-style-type: none"> a. use nouns and action verbs that designate past, present, and future in sentences (e.g. The girl jumped. The boy jumps. The dog will jump.) b. use adjectives/adverbs in sentences (e.g., big, pretty; quietly, quickly) 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 	<ul style="list-style-type: none"> a. use nouns and pronouns in writing (e.g., The dog ran. It ran fast.) b. use collective nouns c. use common irregular nouns d. use reflexive pronouns (e.g., myself, ourselves) e. use regular verbs f. use helping verbs with regular verbs (e.g., has jumped, can jump, will jump) g. use adjectives and adverbs in sentences h. produce simple declarative, imperative, exclamatory, and interrogative sentences 	<ul style="list-style-type: none"> a. use regular and irregular verbs and simple verb tenses b. use helping verbs with irregular verbs (e.g. has eaten, have run, had spoken, has been) c. use complete subject and complete predicate in a sentence d. use comparative (e.g., better), superlative (e.g., best), demonstrative (e.g., this, that, these, those) adjectives and adverbs (e.g., more fun, most fun) e. use subject/verb agreement in sentences (e.g., we eat, he eats) f. produce simple and compound imperative, exclamatory, declarative, and interrogative sentences (e.g., Please shut the door. The house is on fire!) 	<ul style="list-style-type: none"> a. use the “be” helping verbs with “ing” verbs (e.g., is running, were jumping, is being) b. use and order adjectives within sentences to conventional patterns c. use progressive verbs to show past, present, and future (e.g., I was reading. I am reading. I will be reading.) d. use adverbs in writing (e.g. quickly, fast, not, very) e. use subject/verb agreement with 1st, 2nd, and 3rd-person pronouns (e.g., I sing. We sing. You sing. He/She sings. They sing.) f. use prepositions correctly in a sentence (e.g., The girl in the dress read the poem. Kaheem hit the ball through the window.) 	<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 (e.g., who, which, that) and relative adverbs (e.g., where, when, why) c. use pronouns consistently across a text (e.g., pronoun-antecedent agreement) d. use and correct verb tenses (e.g., past, present, future) e. produce a variety of complex sentences in writing (e.g., interrogative, exclamatory, declarative, imperative)

Language

1 Communicate using conventions of English language.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A (cont'd)				g. use 1 st -, 2 nd -, and 3 rd -person pronouns and their antecedents (<i>e.g., The student brought his book to class. I brought my book to class.</i>)	g. recognize the difference between and use coordinating conjunctions (<i>e.g., for, and, nor, but, or, yet, so</i>) and subordinating conjunctions (<i>e.g., when, because, if, while</i>) h. produce and expand the complete simple and compound four types of sentences i. correct sentence fragments and run-on sentences in writing	
Grammar 6-12 Correlation Writing 3A						

Language

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>I</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 <i>punctuation (e.g., period, question mark, exclamation mark)</i></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 <i>patterns (e.g., word families)</i></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 (<i>e.g., Mr., Ms., Mrs., Dr.</i>)</p> <p>f. spell words using irregular spelling patterns (<i>e.g., said, does</i>)</p> <p>g. spell and use the plural of nouns by adding <i>-es</i> to nouns ending in <i>-s, -ss, -sh, -ch, or -x</i></p> <p>h. use nouns that change their spelling in plural form (<i>e.g., man-men, child-children</i>)</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 (<i>e.g., states, cities, countries</i>)</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 <i>y</i> to <i>ies</i></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 (<i>and, but, for, nor, or, so, yet</i>) in a compound sentence</p> <p>d. capitalize proper adjectives (<i>e.g., German chocolate cake, Missouri capitol</i>)</p> <p>e. use correct capitalization</p> <p>f. spell words with suffixes by dropping or leaving the final <i>e</i></p> <p>g. spell words ending in the long <i>e</i> sound (<i>e.g., monkey, flea, genie</i>)</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 (<i>e.g., When I am thirsty, I go get a drink.</i>)</p> <p>d. use a comma to set off the words <i>yes</i> and <i>no</i></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 (<i>e.g., one book's cover, a peanut's shell</i>)</p> <p>i. write apostrophes in regular plural nouns to show possession (<i>e.g., two dogs' toys</i>)</p>
Punctuation, Capitalization, Spelling 6-12 Correlation Writing 3A						

Language

1	Communicate using conventions of English language.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B (cont'd)						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
Punctuation, Capitalization, Spelling 6-12 Correlation Writing 3A						

Speaking/Listening

1 Listen for a purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:
	a. following classroom listening rules (<i>e.g., verbal signals teacher uses to gain attention</i>) b. continuing a conversation through multiple exchanges c. following one-step instructions, according to classroom expectations	a. following classroom listening rules (<i>e.g., when someone is speaking, other students are quiet</i>) b. building on others' talk in conversations by responding to the comments of others c. following two-step instructions, according to classroom expectations	a. following classroom listening rules (<i>e.g., respect other speakers by not interrupting</i>) b. following three-step instructions, according to classroom expectations	a. following classroom listening rules (<i>e.g., respect other speakers by not interrupting</i>) 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	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	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
Purpose 6-12 Correlation Speaking/Listening 1A, 1C						

Speaking/Listening

2		Listen for entertainment.					
		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal setting by:
	Entertainment No 6-12 Correlation	a. demonstrating active listening, according to classroom expectations (<i>e.g., not interrupting</i>)	a. demonstrating active listening, according to classroom expectations (<i>e.g., eye contact</i>)	a. demonstrating active listening, according to classroom expectations (<i>e.g., responds with on-topic comments</i>)	a. demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations	a. generating and following active listening rules (<i>e.g., sit up, lean in, ask questions, nod, track the speaker</i>), according to classroom expectations	a. evaluating and modifying own active listening skills (<i>e.g., sit up, lean in, ask questions, nod, track the speaker</i>)

Speaking/Listening

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:
Collaborative Discussions 6-12 Correlation Speaking/Listening 1A, 1C	<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

Speaking/Listening

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:
	<p>a. describing personal experiences using a prop, picture, or other visual aid (<i>e.g., show and tell, stories, poems</i>)</p> <p>b. speaking in complete sentences</p>	<p>a. explaining a topic (student-chosen) using a prop, picture, or other visual aid with assistance to show understanding (<i>e.g., story, poem, book, poster</i>)</p> <p>b. reciting poetry with a group or individually</p> <p>c. using complete sentences and adjusting volume, as needed</p>	<p>a. explaining a topic (student-chosen or teacher-assigned) while maintaining eye contact with audience</p> <p>b. recalling and telling a story with details, including a beginning, middle, and end</p> <p>c. using academic language and conventions (<i>e.g., grammar, word choice, present/past tense</i>)</p>	<p>a. using presentation skills (<i>e.g., eye contact, volume, speaking with expression and fluency</i>) and/or appropriate technology</p> <p>b. presenting information with clear ideas and details while speaking clearly at an understandable pace</p> <p>c. giving an informal presentation using a variety of media (<i>e.g., current event</i>)</p> <p>d. choosing words and phrases for effect (<i>e.g., adjectives, action verbs, figurative language</i>)</p> <p>e. using academic language and conventions</p>	<p>a. paraphrasing portions of a text read aloud or information presented in diverse media (<i>e.g., media that require an auditory component: oral presentations, live discussion, performances, video, audio recordings</i>) and formats</p> <p>b. using efficient presentation skills with available resources (<i>e.g., technology</i>)</p> <p>c. incorporating descriptive and sequential details in a student-designed or teacher-assigned topic</p> <p>d. giving a formal presentation to classmates, using a variety of media</p> <p>e. speaking with expression and fluency</p> <p>f. adjusting formal/informal language according to context and topic</p>	<p>a. using efficient presentation skills with available resources using a variety of media (<i>e.g., media that require an auditory component: oral presentations, live discussion, performances, video, audio recordings</i>)</p> <p>b. planning an appropriate presentation based on audience (<i>e.g., length, tone, topic, media</i>)</p> <p>c. employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint (<i>perspective</i>)</p>
6-12 Correlation Speaking/Listening 2A, 2B, 2C						