



**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
INSTRUCTIONAL SERVICES**

**STANDARDS AND BENCHMARKS
ENGLISH/LANGUAGE ARTS**

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11/12
STANDARD A: READING/LITERATURE												
Standard A1: Students apply word analysis skills and strategies to expand vocabulary and construct meaning from text.												
A1-1: Phonemic Awareness and Phonics	<i>Use phonemic awareness and phonetic knowledge to identify initial/ending consonant and word chunks/families.</i>	<i>Use phonemic awareness, phonetic knowledge, and visual cues to decode words.</i>	<i>Use phonetic knowledge and visual cues to decode words.</i>	<i>Use phonetic knowledge and visual cues to decode words.</i>	Use phonetic knowledge and visual cues to decode words.	Use phonetic knowledge and visual cues to decode words.	(Extension of phonic instruction as intervention is needed for emerging readers)	(Extension of phonic instruction as intervention is needed for emerging readers)	(Extension of phonic instruction as intervention is needed for emerging readers)	(Extension of phonic instruction as intervention is needed for emerging readers)	(Extension of phonic instruction as intervention is needed for emerging readers)	
	<i>A1-1.k</i>	<i>A1-1.1</i>	<i>A1-1.2</i>	<i>A1-1.3</i>	A1-1.4	A1-1.5	A1-1.6	A1-1.7	A1-1.8	A1-1.9	A1-1.10	
A1-2: Syntax (Language Structure)	<i>Identify high-frequency words.</i>	<i>Use knowledge of language structure (syntax) to determine the meaning of words and phrases.</i>	<i>Use knowledge of language structure (syntax) to determine the meaning of words and phrases.</i>	<i>Use knowledge of language structure (syntax) to determine the meaning of words and phrases.</i>	<i>Use knowledge of language structure (syntax) to determine the meaning of words and phrases.</i>	<i>Use knowledge of language structure (syntax) to determine the meaning of words and phrases.</i>	Use knowledge of word parts to determine the meaning of words (e.g., prefixes, suffixes, root words, and word origins).	Use knowledge of word parts to determine the meaning of words (e.g., prefixes, suffixes, root words, and word origins).	Use knowledge of word structure to determine the meaning of words and phrases within grade level materials.	Use knowledge of word structure to determine the meaning of words and phrases, including affixes and roots within grade level materials.	Use knowledge of word structure to determine the meaning of words and phrases, including affixes and roots within grade level materials.	Use knowledge of word structure to determine the meaning of words and phrases, including affixes and roots within grade level materials.
	<i>A1-2.k</i>	<i>A1-2.1</i>	<i>A1-2.2</i>	<i>A1-2.3</i>	<i>A1-2.4</i>	<i>A1-2.5</i>	A1-2.6	A1-2.7	A1-2.8	A1-2.9	A1-2.10	A1-2.11 A1-2.12
A1-3: Semantics (Text Meaning/ Vocabulary)	<i>Use text/picture cues to determine the meaning of words and phrases.</i>	<i>Use text/picture cues to determine the meaning of words and phrases.</i>	<i>Use text/picture cues to determine the meaning of words and phrases.</i>	<i>Use text/picture cues to determine the meaning of words and phrases.</i>	<i>Use text/picture cues to determine the meaning of words and phrases.</i>	<i>Use text/picture cues to determine the meaning of words and phrases.</i>	Use context clues to determine the meaning of words and phrases (e.g., connotation and denotation, analogies, synonyms and antonyms, and multiple-meaning words).	Use context clues to determine the meaning of words and phrases (e.g., connotation and denotation, analogies, synonyms and antonyms, and multiple-meaning words).	Use context clues to determine the meaning of words and phrases (e.g., connotation and denotation, analogies, synonyms and antonyms, and multiple-meaning words) within grade level materials.	Use context clues to determine the meaning of words and phrases (e.g., connotation and denotation, analogies, synonyms and antonyms, and multiple-meaning words) within grade level materials.	Use context clues to determine the meaning of words and phrases (e.g., connotation and denotation, analogies, synonyms and antonyms, and multiple-meaning words) within grade level materials.	Use context clues to determine the meaning of words and phrases (e.g., connotation and denotation, analogies, synonyms and antonyms, and multiple-meaning words) within grade level materials.
	<i>A1-3.k</i>	<i>A1-3.1</i>	<i>A1-3.2</i>	<i>A1-3.3</i>	<i>A1-3.4</i>	<i>A1-3.5</i>	A1-3.6	A1-3.7	A1-3.8	A1-3.9	A1-3.10	A1-3.11 A1-3.12

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A1-4: Literary Devices	<i>Identify rhyme.</i> <i>A1-4.k</i>	<i>Identify rhyme and use of patterns.</i> <i>A1-4.1</i>	<i>Identify similes, rhyme, and use of patterns.</i> <i>A1-4.2</i>	<i>Identify figurative language</i> (i.e., similes, metaphors, and alliteration). <i>A1-4.3</i>	<i>Identify literary devices</i> (e.g., figurative language). <i>A1-4.4</i>	<i>Identify literary devices.</i> <i>A1-4.5</i>	Analyze the effect of literary devices (e.g., simile, metaphor, personification, hyperbole, alliteration, onomatopoeia, and symbolism). A1-4.6	Analyze the effect of literary devices (e.g., simile, metaphor, personification, hyperbole, alliteration, onomatopoeia, symbolism, and irony). A1-4.7	Analyze the effect of literary devices (e.g., simile, metaphor, personification, hyperbole, alliteration, onomatopoeia, symbolism, and irony). A1-4.8	Analyze the effect of literary devices (e.g., simile, metaphor, personification, hyperbole, alliteration, onomatopoeia, symbolism, irony, and allegory) within grade level materials. A1-4.9	Analyze the effect of literary devices (e.g., simile, metaphor, personification, hyperbole, alliteration, onomatopoeia, symbolism, irony, and allegory) within grade level materials. A1-4.10	Analyze the effect of literary devices (e.g., simile, metaphor, personification, hyperbole, alliteration, onomatopoeia, symbolism, irony, and allegory) within grade level materials. A1-4.11 A1-4.12
A1-5: References for Vocabulary Development	Use educational resources and classroom tools to help decode words (e.g., ABC charts, sound charts, and word walls). A1-5.k	Use educational resources and classroom tools to help decode words (e.g., ABC charts, sound charts, and word walls). A1-5.1	Use primary level dictionary entry to identify word meaning. A1-5.2	<i>Use dictionary/glossary guide words to locate entry to identify word meaning.</i> <i>A1-5.3</i>	Use an entry from a dictionary, glossary, or thesaurus to choose appropriate meaning of word in context. A1-5.4	Use an entry from a dictionary, glossary, or thesaurus to choose appropriate meaning of word in context. A1-5.5	Select and use appropriate reference tools to gain information (e.g., thesaurus, encyclopedia, dictionary, almanac, atlas, and glossary). A1-5.6	Select and use appropriate reference tools to gain information (e.g., thesaurus, encyclopedia, dictionary, almanac, atlas, and glossary). A1-5.7	Select and use appropriate reference tools to gain information (e.g., thesaurus, encyclopedia, dictionary, almanac, atlas, and glossary). A1-5.8	Use word reference materials to determine the meaning of words and phrases within grade level materials. A1-5.9	Use word reference materials to determine the meaning of words and phrases within grade level materials. A1-5.10	Use word reference materials to determine the meaning of words and phrases within grade level materials. A1-5.11 A1-5.12
Standard A2: Students apply reading strategies to improve understanding and fluency.												
A2-1: Accessing Prior Knowledge	<i>Make predictions (access schema) based on title and/or illustrations.</i> <i>A2-1.k</i>	<i>Access prior knowledge to understand the reading selection</i> (e.g., picture walk and brainstorming). <i>A2-1.1</i>	<i>Access prior knowledge to understand the reading selection</i> (e.g., previewing, predicting, and brainstorming). <i>A2-1.2</i>	<i>Access prior knowledge to understand the reading selection</i> (e.g., previewing, predicting, and brainstorming). <i>A2-1.3</i>	<i>Access prior knowledge to understand the reading selection</i> (e.g., previewing, predicting, and brainstorming). <i>A2-1.4</i>	<i>Access prior knowledge to understand the reading selection</i> (e.g., previewing, predicting, and brainstorming). <i>A2-1.5</i>	<i>Access prior knowledge to understand the reading selection</i> (e.g., previewing, predicting, and brainstorming). <i>A2-1.6</i>	<i>Access prior knowledge to understand the reading selection</i> (e.g., previewing, predicting, and brainstorming). <i>A2-1.7</i>	<i>Access prior knowledge to understand the reading selection</i> (e.g., previewing, predicting, and brainstorming). <i>A2-1.8</i>	<i>Use prior knowledge to comprehend text</i> (e.g., understand how a reader's and author's different background experiences affect the interpretation of text). <i>A2-1.9</i>	<i>Use prior knowledge to comprehend text</i> (e.g., understand how a reader's and author's different background experiences affect the interpretation of text). <i>A2-1.10</i>	<i>Use prior knowledge to comprehend text</i> (e.g., understand how a reader's and author's different background experiences affect the interpretation of text). <i>A2-1.11</i> <i>A2-1.12</i>

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A2-2: Setting Reader’s Purpose	Develop an awareness of the purpose for reading. A2-2.k	Identify the purpose for reading. A2-2.1	<i>Identify the purpose for reading literary, informational, and everyday text.</i> A2-2.2	<i>Identify the purpose for reading literary, informational, and everyday text.</i> A2-2.3	<i>Identify the purpose for reading literary, informational, and everyday text.</i> A2-2.4	<i>Identify the purpose for reading literary, informational, and everyday text.</i> A2-2.5	<i>Set the purpose for reading literary, informational, and everyday text and apply appropriate strategy</i> (e.g., skimming, scanning, or careful reading). A2-2.6	<i>Set the purpose for reading literary, informational, and everyday text and apply appropriate strategy</i> (e.g., skimming, scanning, or careful reading). A2-2.7	<i>Set the purpose for reading literary, informational, and everyday text and apply appropriate strategy</i> (e.g., skimming, scanning, or careful reading). A2-2.8	<i>Analyze text to set purpose for reading literary, informational, and everyday text and apply appropriate strategy</i> (e.g., skimming, scanning, or careful reading). A2-2.9	<i>Analyze text to set purpose for reading literary, informational, and everyday text and apply appropriate strategy</i> (e.g., skimming, scanning, or careful reading). A2-2.10	<i>Analyze text to set purpose for reading literary, informational, and everyday text and apply appropriate strategy</i> (e.g., skimming, scanning, or careful reading). A2-2.11 A2-2.12
A2-3: Making Text Connections	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> A2-3.k	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> A2-3.1	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> A2-3.2	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> A2-3.3	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> A2-3.4	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> A2-3.5	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> A2-3.6	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> A2-3.7	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> A2-3.8	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> A2-3.9	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> A2-3.10	<i>Make text-to-self, text-to-text, and text-to-world connections.</i> A2-3.11 A2-3.12
A2-4: Creating Mental Images/ Visualizing	Visualize or create sensory images to understand text information. A2-4.k	Visualize or create sensory images to understand text information. A2-4.1	Visualize or create sensory images to understand text. A2-4.2	Visualize or create sensory images to understand text. A2-4.3	Visualize or create sensory images to understand text. A2-4.4	Visualize or create sensory images to understand text. A2-4.5	Visualize or create sensory images to understand text. A2-4.6	Visualize or create sensory images to understand text. A2-4.7	Visualize or create sensory images to understand text. A2-4.8	Visualize or create sensory images to understand text. A2-4.9	Visualize or create sensory images to understand text. A2-4.10	Visualize or create sensory images to understand text. A2-4.11 A2-4.12
A2-5: Monitoring Comprehension	Monitor and take action to understand text. A2-5.k	<i>Monitor and take action to understand text when meaning breaks down at word, sentence, or passage level</i> (e.g., reread). A2-5.1	<i>Monitor comprehension</i> (e.g., reread, use context clues, read aloud, and adjust reading pace as needed). A2-5.2	<i>Monitor comprehension</i> (e.g., reread, use context clues, read aloud, and adjust reading pace as needed). A2-5.3	<i>Monitor comprehension</i> (e.g., reread, use context clues, read aloud, and adjust reading pace as needed). A2-5.4	<i>Monitor comprehension</i> (e.g., reread, use context clues, read aloud, and adjust reading pace as needed). A2-5.5	<i>Monitor and take action to understand text when meaning breaks down</i> (e.g., re-read, refer to other resources, use context clues, read aloud, and adjust reading pace as needed). A2-5.6	<i>Monitor and take action to understand text when meaning breaks down</i> (e.g., re-read, refer to other resources, use context clues, read aloud, and adjust reading pace as needed). A2-5.7	<i>Monitor and take action to understand text when meaning breaks down</i> (e.g., re-read, refer to other resources, use context clues, read aloud, and adjust reading pace as needed). A2-5.8	<i>Monitor and take action to understand text when meaning breaks down</i> (e.g., re-read, refer to other resources, use context clues, read aloud, and adjust reading pace as needed). A2-5.9	<i>Monitor and take action to understand text when meaning breaks down</i> (e.g., re-read, refer to other resources, use context clues, read aloud, and adjust reading pace as needed). A2-5.10	<i>Monitor and take action to understand text when meaning breaks down</i> (e.g., re-read, refer to other resources, use context clues, read aloud, and adjust reading pace as needed). A2-5.11 A2-5.12
A2-6: Questioning	<i>Question to engage with text, gather information, and construct meaning.</i> A2-6.k	<i>Question to engage with text, gather information, and construct meaning.</i> A2-6.1	<i>Question to engage with text, gather information, and construct meaning.</i> A2-6.2	<i>Question to engage with text, gather information, and construct meaning.</i> A2-6.3	<i>Question to engage with text, gather information, and construct meaning.</i> A2-6.4	<i>Question to engage with text, gather information, and construct meaning.</i> A2-6.5	<i>Question to engage with text, gather information, and construct meaning.</i> A2-6.6	<i>Question to engage with text, gather information, and construct meaning.</i> A2-6.7	<i>Question to engage with text, gather information, and construct meaning.</i> A2-6.8	<i>Question and reflect on issues found in text and connect to what has been read.</i> A2-6.9	<i>Question and reflect on issues found in text and connect to what has been read.</i> A2-6.10	<i>Question and reflect on issues found in text and connect to what has been read.</i> A2-6.11 A2-6.12

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A2-7: Reading for Fluency	<i>Read with expression and phrasing using books that provide picture support.</i> <i>A2-7.k</i>	<i>Read with accuracy, expression, and phrasing, stopping for punctuation.</i> <i>A2-7.1</i>	<i>Read with accuracy, expression, and phrasing. Adjust reading pace as needed for understanding.</i> <i>A2-7.2</i>	<i>Read with accuracy, automaticity, expression, and phrasing. Adjust reading pace for understanding.</i> <i>A2-7.3</i>	<i>Read with accuracy, automaticity, expression, and phrasing. Adjust reading pace for understanding.</i> <i>A2-7.4</i>	<i>Read with accuracy, automaticity, expression, and appropriate pace.</i> <i>A2-7.5</i>	<i>Read with accuracy, automaticity, expression, and appropriate pace.</i> <i>A2-7.6</i>	<i>Read with accuracy, automaticity, expression, and appropriate pace.</i> <i>A2-7.7</i>	<i>Read with accuracy, automaticity, expression, and appropriate pace.</i> <i>A2-7.8</i>	<i>Read with accuracy, automaticity, expression, and appropriate pace.</i> <i>A2-7.9</i>	<i>Read with accuracy, automaticity, expression, and appropriate pace.</i> <i>A2-7.10</i>	<i>Read with accuracy, automaticity, expression, and appropriate pace.</i> <i>A2-7.11</i> <i>A2-7.12</i>
A2-8: Determining Importance	<i>Identify basic elements and text conventions in fiction and nonfiction.</i> <i>A2-8.k</i>	<i>Identify main idea.</i> <i>A2-8.1</i>	<i>Identify main idea and supporting details.</i> <i>A2-8.2</i>	<i>Distinguish important from unimportant information in order to identify main idea and details.</i> <i>A2-8.3</i>	<i>Distinguish important from unimportant information in order to identify key ideas as they read.</i> <i>A2-8.4</i>	<i>Distinguish important from unimportant information in order to identify key ideas as they read.</i> <i>A2-8.5</i>	<i>Extract important ideas from text.</i> <i>A2-8.6</i>	<i>Extract important ideas from text.</i> <i>A2-8.7</i>	<i>Extract important ideas from text.</i> <i>A2-8.8</i>	<i>Extract important ideas from text.</i> <i>A2-8.9</i>	<i>Extract important ideas from text.</i> <i>A2-8.10</i>	<i>Extract important ideas from text.</i> <i>A2-8.11</i> <i>A2-8.12</i>
A2-9: Predicting/ Inferring	Make and check predictions and inferences for read alouds. <i>A2-9.k</i>	<i>Make and check predictions and inferences in reading.</i> <i>A2-9.1</i>	<i>Make and check predictions and inferences in reading.</i> <i>A2-9.2</i>	<i>Make and check predictions and inferences in reading.</i> <i>A2-9.3</i>	<i>Make and check predictions and inferences in reading.</i> <i>A2-9.4</i>	<i>Make and check predictions and inferences in reading.</i> <i>A2-9.5</i>	<i>Make and check predictions and inferences in reading.</i> <i>A2-9.6</i>	<i>Make and check predictions and inferences in reading.</i> <i>A2-9.7</i>	<i>Make and check predictions and inferences in reading.</i> <i>A2-9.8</i>	<i>Make and check predictions and inferences in reading grade level materials.</i> <i>A2-9.9</i>	<i>Make and check predictions and inferences in reading grade level materials.</i> <i>A2-9.10</i>	<i>Make and check predictions and inferences in reading grade level materials.</i> <i>A2-9.11</i> <i>A2-9.12</i>
A2-10: Summarizing	Retell (e.g., restating or sequencing orally or pictorially). <i>A2.10.k</i>	<i>Retell</i> (e.g., oral or written restating or sequencing). <i>A2-10.1</i>	<i>Summarize and retell</i> (e.g., oral restating, story mapping, or webbing). <i>A2-10.2</i>	<i>Summarize and retell</i> (e.g., oral restating, story mapping, or webbing). <i>A2-10.3</i>	<i>Summarize and retell</i> (e.g., oral restating, story mapping, or webbing). <i>A2-10.4</i>	<i>Summarize and retell</i> (e.g., oral restating, story mapping, or webbing). <i>A2-10.5</i>	Summarize and retell (e.g., oral restating, story mapping, or webbing). <i>A2-10.6</i>	Summarize and retell (e.g., oral restating, story mapping, or webbing). <i>A2-10.7</i>	Summarize and retell (e.g., oral restating, story mapping, or webbing). <i>A2-10.8</i>	Summarize using grade level material. <i>A2-10.9</i>	Summarize using grade level material. <i>A2-10.10</i>	Summarize using grade level material. <i>A2-10.11</i> <i>A2-10.12</i>
A2-11: Synthesizing	Extend literal meaning by making personal response to text. <i>A2-11.k</i>	Extend literal meaning by making personal response to text. <i>A2-11.1</i>	Extend literal meaning by making personal response to text. <i>A2-11.2</i>	Make generalizations, interpret text, and draw conclusions. <i>A2-11.3</i>	Make generalizations, interpret text, and draw conclusions. <i>A2-11.4</i>	Make generalizations, interpret text, and draw conclusions. <i>A2-11.5</i>	<i>Make generalizations, interpret text, draw conclusions, and explain new understanding.</i> <i>A2-11.6</i>	<i>Make generalizations, interpret text, draw conclusions, and explain new understanding.</i> <i>A2-11.7</i>	<i>Make generalizations, interpret text, draw conclusions, and explain new understanding.</i> <i>A2-11.8</i>	<i>Make generalizations, interpret text, draw conclusions, and explain new understanding.</i> <i>A2-11.9</i>	<i>Make generalizations, interpret text, draw conclusions, and explain new understanding.</i> <i>A2-11.10</i>	<i>Make generalizations, interpret text, draw conclusions, and explain new understanding.</i> <i>A2-11.11</i> <i>A2-11.12</i>
A2-12: Following Directions	<i>Read and follow simple directions with picture cues.</i> <i>A2-12.k</i>	<i>Read and follow simple written directions.</i> <i>A2-12.1</i>	<i>Read and follow steps in a simple process.</i> <i>A2-12.2</i>	<i>Read and follow steps in a simple process.</i> <i>A2-12.3</i>	<i>Read and follow steps in a simple process.</i> <i>A2-12.4</i>	<i>Read and follow steps in a simple process.</i> <i>A2-12.5</i>	Read and follow directions. <i>A2-12.6</i>	Read and follow complex directions. <i>A2-12.7</i>	Read and follow complex directions. <i>A2-12.8</i>	Read and follow complex directions in a variety of formats. <i>A2-12.9</i>	Read and follow complex directions in a variety of formats. <i>A2-12.10</i>	Read and follow complex directions in a variety of formats. <i>A2-12.11</i> <i>A2-12.12</i>

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Standard A3: Students read to interpret, analyze, and evaluate literary and information texts, including electronic and print media.												
A3-1: Concepts of Print/Text Features	<i>Develop awareness of concepts of print as an aid to understanding</i> (e.g., illustration, directionality, punctuation, title, sense of letter, word spaces, and sentence).	<i>Use concepts of print and text features as aids to understanding</i> (e.g., illustration, directionality, punctuation, title, sense of letter, word, spaces, and sentences).	<i>Use text features to identify information</i> (e.g., titles, headings, captions, illustrations, directions, paragraphing, guide words, glossary, and table of contents).	<i>Use text features to identify and interpret information</i> (e.g., titles, headings, captions, illustrations, directions, paragraphing, guide words, glossary, table of contents, charts, graphs, pictures, and text layout).	<i>Use text features to identify and interpret information</i> (e.g., titles, headings, captions, illustrations, directions, paragraphing, guide words, glossary, table of contents, charts, graphs, pictures, and text layout).	<i>Use text features to identify and interpret information</i> (e.g., titles, headings, captions, illustrations, directions, paragraphing, guide words, glossary, table of contents, charts, graphs, pictures, and text layout).	Use of text features to identify and interpret information (e.g., titles, heading, captions, index, table of contents, illustrations, directions, guide words, glossary, and appendices).	Use of text features to identify and interpret information (e.g., titles, heading, captions, index, table of contents, illustrations, directions, guide words, glossary, and appendices).	Use of text features to identify and interpret information (e.g., titles, heading, captions, index, table of contents, illustrations, directions, guide words, glossary, and appendices).	Use text features (e.g., charts, graphs, pictures, and text layout) to identify and interpret information within grade level material.	Use text features (e.g., charts, graphs, pictures, and text layout) to identify and interpret information within grade level material.	Use text features (e.g., charts, graphs, pictures, and text layout) to identify and interpret information within grade level material.
	<i>A3-1.k</i>	<i>A3-1.1</i>	<i>A3-1.2</i>	<i>A3-1.3</i>	<i>A3-1.4</i>	<i>A3-1.5</i>	A3-1.6	A3-1.7	A3-1.8	A3-1.9	A3-1.10	A3-1.11 A3-1.12
A3-2: Elements of Fiction	<i>Develop awareness of elements of a story: characters, setting, and beginning, middle, and end.</i>	<i>Identify elements of fiction: characters, setting, and sequence of events.</i>	<i>Identify elements of fiction: characters, setting, problem/goal, sequence of events, resolution/solution, and theme.</i>	<i>Apply knowledge of basic elements of fiction: characters, setting, plot (including problem/goal), sequence of events, resolution/solution, and theme.</i>	<i>Apply knowledge of basic elements of fiction: characters, setting, plot (including problem/goal), sequence of events, resolution/solution, and theme.</i>	<i>Apply knowledge of basic elements of fiction: characters, setting, plot (including problem/goal), sequence of events, resolution/solution, and theme.</i>	<i>Apply knowledge of elements of fiction: character, setting, plot (including problem or goal), sequence of events or episodes, resolution/solution, theme, narrative, techniques, symbolism/ deeper meaning, flashback, and foreshadowing.</i>	<i>Apply knowledge of elements of fiction: character, setting, plot (including problem or goal), sequence of events or episodes, resolution/solution, theme, narrative, techniques, symbolism/ deeper meaning, flashback, and foreshadowing.</i>	<i>Apply knowledge of elements of fiction: character, setting, plot (including problem or goal), sequence of events or episodes, resolution/solution, theme, narrative, techniques, symbolism/ deeper meaning, flashback, and foreshadowing.</i>	<i>Identify elements of fiction: character, setting, plot (including problem or goal), sequence of events or episodes, resolution solution, theme, narrative, techniques, symbolism/ deeper meaning, flashback, and foreshadowing.</i>	<i>Analyze elements of fiction: character, setting, plot (including problem or goal), sequence of events or episodes, resolution; solution; theme narrative, techniques, symbolism/ deeper meaning, flashback, and foreshadowing.</i>	<i>Analyze elements of fiction: character, setting, plot (including problem or goal), sequence of events or episodes, resolution/ solution, theme, narrative, techniques, symbolism/ deeper meaning, flashback, and foreshadowing.</i>
	<i>A3-2.k</i>	<i>A3-2.1</i>	<i>A3-2.2</i>	<i>A3-2.3</i>	<i>A3-2.4</i>	<i>A3-2.5</i>	<i>A3-2.6</i>	<i>A3-2.7</i>	<i>A3-2.8</i>	<i>A3-2.9</i>	<i>A3-2.10</i>	<i>A3-2.11</i> <i>A3-2.12</i>
A3-3: Literary Genre	Recognize that there are a variety of literary genre.	Recognize that there are a variety of literary genre.	Identify the basic characteristics of literary genre (e.g., poetry, prose, fantasy, and realism).	Identify and compare/contrast literary genre (e.g., poetry versus prose, fantasy versus realism, and fiction and nonfiction).	Identify and compare/contrast literary genre (e.g., poetry versus prose, fantasy versus realism, and fiction and nonfiction).	Identify and compare/contrast literary genre.	Identify and analyze a variety of literary genre.	Identify and analyze a variety of literary genre.	Identify and analyze a variety of literary genre.	Identify, analyze, and evaluate a variety of literary genre.	Identify, analyze, and evaluate a variety of literary genre.	Identify, analyze, and evaluate a variety of literary genre.
	A3-3.k	A3-3.1	A3-3.2	A3-3.3	A3-3.4	A3-3.5	A3-3.6	A3-3.7	A3-3.8	A3-3.9	A3-3.10	A3-3.11 A3-3.12

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11/12
A3-4: Informational Text Structures	Develop awareness of structures of informational text (e.g., main topics/details, compare/contrast, and sequential order). A3-4.k	<i>Develop awareness of structures of informational text</i> (e.g., main topics/details, compare/contrast, and sequential order). A3-4.1	<i>Develop awareness of structures of informational text</i> (e.g., main topics/details, compare/contrast, and sequential order). A3-4.2	<i>Identify structure and apply knowledge of informational texts</i> (e.g., main topics, details, compare/contrast, sequential order, description, and cause/effect). A3-4.3	<i>Identify structure and apply knowledge of informational texts</i> (e.g., main topics, details, compare/contrast, sequential order, description, and cause/effect). A3-4.4	<i>Identify structure and apply knowledge of informational texts</i> (e.g., main topics, details, compare/contrast, sequential order, description, and cause/effect). A3-4.5	<i>Identify and analyze the basic elements and patterns of informational text</i> (e.g., main topics, subtopics, details, cue words, listing pattern, sequential pattern, compare/contrast pattern, and cause/effect pattern). A3-4.6	<i>Identify and analyze the basic elements and patterns of informational text</i> (e.g., main topics, subtopics, details, cue words, listing pattern, sequential pattern, compare/contrast pattern, and cause/effect pattern). A3-4.7	<i>Identify and analyze the basic elements and patterns of informational text</i> (e.g., main topics, subtopics, details, cue words, listing pattern, sequential pattern, compare/contrast pattern, and cause/effect pattern). A3-4.8	<i>Identify and analyze the basic elements and patterns of informational text</i> (e.g., main topics, subtopics, details, cue words, listing pattern, sequential pattern, compare/contrast pattern, and cause/effect pattern) within grade level materials. A3-4.9	<i>Identify and analyze the basic elements and patterns of informational text</i> (e.g., main topics, subtopics, details, cue words, listing pattern, sequential pattern, compare/contrast pattern, and cause/effect pattern) within grade level materials. A3-4.10	<i>Identify and analyze the basic elements and patterns of informational text</i> (e.g., main topics, subtopics, details, cue words, listing pattern, sequential pattern, compare/contrast pattern, and cause/effect pattern) within grade level materials. A3-4.11 A3-4.12
A3-5: Reference Materials	Use appropriate reference materials (e.g., lists, word wall, magazines, and books). A3-5.k	Use appropriate reference materials (e.g., know alphabetical order by first letter and use word wall and picture dictionary). A3-5.1	Use appropriate reference materials to gain information (e.g., word wall, dictionary, and encyclopedia). A3-5.2	<i>Use appropriate print and electronic reference materials</i> (e.g., word wall, dictionary, encyclopedia, and electronic sources). A3-5.3	<i>Use appropriate print and electronic reference materials</i> (e.g., dictionary, encyclopedia, almanac, atlas, and electronic sources). A3-5.4	<i>Use appropriate print and electronic reference materials to gain information</i> (e.g., dictionary, encyclopedia, almanac, atlas, and electronic sources). A3-5.5	Use appropriate print and electronic reference materials to gain information. A3-5.6	Use appropriate print and electronic reference materials to gain information. A3-5.7	Use appropriate print and electronic reference materials to gain information. A3-5.8	Use appropriate print and electronic reference materials to gain information. A3-5.9	Use appropriate print and electronic reference materials to gain information. A3-5.10	Use appropriate print and electronic reference materials to gain information. A3-5.11 A3-5.12
A3-6: Evaluating Information/Fact and Opinion			Identify facts and opinions. A3-6.2	<i>Distinguish between fact and opinion.</i> A3-6.3	<i>Distinguish between fact and opinion.</i> A3-6.4	Evaluate information to determine if it is accurate, current, and credible. A3-6.5	Evaluate information to determine if it is accurate, current, and credible. A3-6.6	Evaluate information to determine if it is accurate, current, and credible. A3-6.7	Evaluate information to determine if it is accurate, current, and credible. A3-6.8	<i>Evaluate information to determine if it is accurate, current, and credible.</i> A3-6.9	<i>Evaluate information to determine if it is accurate, current, and credible.</i> A3-6.10	<i>Evaluate information to determine if it is accurate, current, and credible.</i> A3-6.11 A3-6.12
A3-7: Author's Purpose	Identify author's purpose to tell a story or inform. A3-7.k	Identify author's purpose to inform, entertain, tell a story, or teach a lesson. A3-7.1	Identify author's purpose to inform, entertain, teach a lesson, or describe. A3-7.2	<i>Identify author's purpose to inform, entertain, teach a lesson, describe, or persuade.</i> A3-7.3	Identify author's purpose and evaluate the effectiveness of purpose. A3-7.4	<i>Identify author's purpose and evaluate the effectiveness of purpose.</i> A3-7.5	<i>Identify author's purpose and point of view and evaluate the effectiveness of each.</i> A3-7.6	<i>Identify author's purpose and point of view and evaluate the effectiveness of each.</i> A3-7.7	<i>Identify author's purpose and point of view and evaluate the effectiveness of each.</i> A3-7.8	<i>Identify author's purpose and point of view and evaluate the effectiveness of each.</i> A3-7.9	<i>Identify author's purpose and point of view and evaluate the effectiveness of each.</i> A3-7.10	<i>Identify author's purpose and point of view and evaluate the effectiveness of each.</i> A3-7.11 A3-7.12

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11/12
A3-8: Author's/Illustrator's Craft	Develop awareness of author's/illustrator's techniques (e.g., language patterns and story/picture layout). A3-8.k	Develop awareness of author's/illustrator's techniques (e.g., language patterns and story/picture layout). A3-8.1	Develop awareness of author's style and narrative techniques. A3-8.2	Recognize author's choice and use of style, narrative techniques, and tone. A3-8.3	Recognize and evaluate author's choice and use of style, narrative techniques, tone, and point of view. A3-8.4	<i>Recognize and evaluate author's choice and use of style, narrative techniques, tone, and point of view.</i> A3-8.5	<i>Evaluate author's technique to convey purpose (e.g., genre, point of view, tone, fact and opinion, rhetorical devices, style, and word choice).</i> A3-8.6	<i>Evaluate author's technique to convey purpose (e.g., genre, point of view, tone, fact and opinion, rhetorical devices, style, and word choice).</i> A3-8.7	<i>Evaluate author's technique to convey purpose (e.g., genre, point of view, tone, fact and opinion, rhetorical devices, style, and word choice).</i> A3-8.8	<i>Evaluate author's technique to convey purpose and style within grade level materials.</i> A3-8.9	<i>Evaluate author's technique to convey purpose and style within grade level materials.</i> A3-8.10	<i>Evaluate author's technique to convey purpose and style within grade level materials.</i> A3-8.11 A3-8.12
A3-9: Cultures/Diversity in Text	Listen to and read text from diverse cultures. A3-9.k	Listen to and read text from diverse cultures. A3-9.1	Listen to and read text from diverse cultures. A3-9.2	Understand cultures, times, and events through text. A3-9.3	Understand cultures, times, and events through text. A3-9.4	Understand cultures, times, and events through text. A3-9.5	Understand that global cultures, times, and events affect text. A3-9.6	Understand that global cultures, times, and events affect text. A3-9.7	Understand that global cultures, times, and events affect text. A3-9.8	Analyze the impact of global cultures, times, and events on text. A3-9.9	Analyze the impact of global cultures, times, and events on text. A3-9.10	<i>Analyze the impact of global cultures, times, and events on text.</i> A3-9.11 A3-9.12
STANDARD B: WRITING												
Standard B1: Students communicate ideas for a variety of purposes and audiences.												
B1-1: Audience/Purpose	Recognize that there are purposes for writing (e.g., to share and to inform). B1-1.k	<i>Write for a purpose</i> (e.g., to share and to inform). B1-1.1	<i>Write for a purpose</i> (e.g., to inform, describe, sequence, and entertain). B1-1.2	<i>Write for a purpose</i> (e.g., to inform, describe, explain, entertain, compare, and reflect) with an audience in mind. B1-1.3	<i>Write for a purpose</i> (e.g., to inform, describe, explain, entertain, persuade, compare, and reflect) with an audience in mind. B1-1.4	<i>Write for a purpose</i> (e.g., to inform, describe, explain, entertain, persuade, compare, and reflect) with an audience in mind. B1-1.5	<i>Write with an audience in mind from various points of view to accomplish a purpose.</i> B1-1.6	<i>Write with an audience in mind from various points of view to accomplish a purpose.</i> B1-1.7	<i>Write with an audience in mind from various points of view to accomplish a purpose.</i> B1-1.8	<i>Write with an audience in mind from various points of view to accomplish a purpose.</i> B1-1.9	<i>Write with an audience in mind from various points of view to accomplish a purpose.</i> B1-1.10	<i>Write with an audience in mind from various points of view to accomplish a purpose.</i> B1-1.11 B1-1.12
B1-2: Writing Modes	<i>Use simple text styles/forms</i> (e.g., list, messages, journal responses, and personal narrative). B1-2.k	<i>Write personal narrative, tell a story, make observations, and write friendly letters with assistance.</i> B1-2.1	<i>Write personal narrative, reading response, book report, and friendly letter.</i> B1-2.2	<i>Write narrative and informative pieces</i> (e.g., reports), <i>letters</i> (e.g., friendly), <i>and responses</i> (e.g., journal and prompt). B1-2.3	<i>Write narrative and informative pieces</i> (e.g., reports), <i>letters</i> (e.g., friendly and business), <i>and responses</i> (e.g., journal and prompt). B1-2.4	<i>Write narrative and informative pieces</i> (e.g., reports), <i>letters</i> (e.g., business and persuasive), <i>and responses</i> (e.g., journal and prompt). B1-2.5	<i>Write narrative and informative pieces</i> (e.g., essays, reports, articles, and advertisements) <i>and responses</i> (e.g., journal and prompt). B1-2.6	<i>Write narrative, descriptive, persuasive</i> (e.g., essays, letters, and advertisements), <i>and informative/expository pieces</i> (e.g., essays, reports, and articles), <i>and responses</i> (e.g., journal and prompt). B1-2.7	<i>Write informative/expository pieces</i> (e.g., essays, reports, and research) <i>and persuasive pieces</i> (e.g., letters, essays, and advertisements). B1-2.8	<i>Write informative/expository pieces</i> (e.g., essays, reports, and research) <i>and persuasive pieces</i> (e.g., letters, essays, and advertisements). B1-2.9	<i>Write informative/expository pieces</i> (e.g., essays, reports, and research) <i>and persuasive pieces</i> (e.g., letters, essays, and advertisements). B1-2.10	<i>Write informative/expository pieces</i> (e.g., essays, reports, and research) <i>and persuasive pieces</i> (e.g., letters, essays, and advertisements). B1-2.11 B1-2.12

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11/12
B1-3: Summarizing/ Paraphrasing/ Synthesizing	<i>Retell</i> (e.g., drawing and sequencing pictures). B1-3.k	<i>Retell in sequence</i> (e.g., picture and written restating). B1-3.1	<i>Summarize and retell</i> (e.g., story mapping, webbing, and written restating). B1-3.2	<i>Summarize information</i> (e.g., story mapping, webbing, and written restating). B13.3	<i>Summarize information</i> (e.g., story mapping, webbing, and paraphrasing). B1-3.4	<i>Summarize information</i> (e.g., story mapping, webbing, and paraphrasing). B1-3.5	Summarize and paraphrase important ideas from text (e.g., taking notes, outlining, and sequencing events). B1-3.6	Summarize and paraphrase important ideas from text (e.g., taking notes, outlining, and sequencing events). B1-3.7	Summarize and paraphrase important ideas from text (e.g., taking notes, outlining, and sequencing events). B1-3.8	<i>Summarize and paraphrase important ideas from text.</i> B1-3.9	<i>Summarize and paraphrase important ideas from text.</i> B1-3.10	<i>Summarize, paraphrase, and synthesize important ideas from text.</i> B1-3.11 B1-3.12
B1-4: Response	Write in response to reading, viewing, and listening experiences and to prompts. B1-4.k	<i>Write in response to reading, viewing, and listening experiences and to prompts.</i> B1-4.1	<i>Write in response to reading, viewing, and listening experiences and to prompts.</i> B1-4.2	<i>Write in response to reading, viewing, and listening experiences and to prompts.</i> B1-4.3	<i>Write in response to reading, viewing, and listening experiences and to prompts.</i> B1-4.4	<i>Write in response to reading, viewing, and listening experiences and to prompts.</i> B1-4.5	<i>Write in response to reading, viewing, and listening experiences</i> (e.g., learning logs, letters, and journals). B1-4.6	<i>Write in response to reading, viewing, and listening experiences</i> (e.g., learning logs, letters, and journals). B1-4.7	<i>Write in response to reading, viewing, and listening experiences</i> (e.g., learning logs, letters, and journals). B1-4.8	<i>Write in response to reading, viewing, and listening experiences.</i> B1-4.9	<i>Write in response to reading, viewing, and listening experiences.</i> B1-4.10	<i>Write in response to reading, viewing, and listening experiences.</i> B1-4.11 B1-4.12
B1-5: Graphic Representations	<i>Create a visual representation of information</i> (e.g., drawing). B1-5.k	<i>Create a visual representation of information</i> (e.g., drawing and simple webs). B1-5.1	<i>Create a visual representation of information</i> (e.g., webs and charts). B1-5.2	<i>Create visual representations of information</i> (e.g., outlines, webs, charts, and graphs). B1-5.3	<i>Create visual representations of information</i> (e.g., outlines, webs, charts, and graphs). B1-5.4	Create visual representations of information (e.g., outlines, webs, charts, and graphs). B1-5.5	Create visual representations of information (e.g., outlines, webs, charts, and graphs). B1-5.6	Create visual representations of information (e.g., outlines, webs, charts, and graphs). B1-5.7	Create visual representations of information (e.g., outlines, webs, charts, and graphs). B1-5.8	Create visual representations of information (e.g., outlines, webs, charts, and graphs). B1-5.9	Create visual representations of information (e.g., outlines, webs, charts, and graphs). B1-5.10	Create visual representations of information (e.g., outlines, webs, charts, and graphs). B1-5.11 B1-5.12
Standard B2: Students choose appropriate language to clarify and enhance meaning.												
B2-1: Vocabulary Development	<i>Use known, high frequency, content, self-selected, and word wall words.</i> B2-1.k	<i>Use known, high frequency, content, self-selected, and word wall words.</i> B2-1.1	<i>Use known, high frequency, content, self-selected, and word wall words.</i> B2-1.2	<i>Incorporate vocabulary to make writing more precise and/or interesting.</i> B2-1.3	<i>Incorporate vocabulary to make writing more precise and/or interesting.</i> B2-1.4	<i>Incorporate vocabulary to make writing more precise and/or interesting.</i> B2-1.5	<i>Incorporate vocabulary to make writing more precise and/or interesting.</i> B2-1.6	<i>Incorporate vocabulary to make writing more precise and/or interesting.</i> B2-1.7	<i>Incorporate vocabulary to make writing more precise and/or interesting.</i> B2-1.8	<i>Incorporate vocabulary to make writing more precise and/or interesting.</i> B2-1.9	<i>Incorporate vocabulary to make writing more precise and/or interesting.</i> B2-1.10	<i>Choose vocabulary to enhance voice.</i> B2-1.11 B2-1.12
B2-2: Descriptive Language	<i>Use pictures and words to describe.</i> B2-2.k	<i>Use appropriate words to describe.</i> B2-2.1	<i>Use nouns, verbs, and adjectives to describe.</i> B2-2.2	Use figurative language (e.g., simile) to make writing more precise and interesting. B2-2.3	<i>Use figurative language in descriptive writing to make writing more precise and interesting</i> (e.g., simile, metaphor, and personification). B2-2.4	<i>Use figurative language to make writing more precise and interesting</i> (e.g., simile, metaphor, personification, hyperbole, alliteration, and onomatopoeia). B2-2.5	<i>Use figurative language and literary devices to illustrate and convey ideas</i> (e.g., simile, metaphor, personification, hyperbole, alliteration, and onomatopoeia). B2-2.6	<i>Use figurative language and literary devices to illustrate and convey ideas</i> (e.g., simile, metaphor, personification, hyperbole, alliteration, and onomatopoeia). B2-2.7	<i>Use figurative language and literary devices to illustrate and convey ideas</i> (e.g., simile, metaphor, personification, hyperbole, alliteration, and onomatopoeia). B2-2.8	<i>Use figurative language and literary devices to illustrate and convey ideas.</i> B2-2.9	<i>Use figurative language and literary devices to illustrate and convey ideas.</i> B2-2.10	<i>Use figurative language and literary devices to illustrate and convey ideas.</i> B2-2.11 B2-2.12

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11/12
Standard B3: Students use appropriate grammar, spelling, punctuation, capitalization, and structure.												
B3-1: Spelling	<i>Use beginning and end sounds.</i> B3-1.k	<i>Use beginning, end, and some middle sounds. Use word families/word chunks/patterns.</i> B3-1.1	<i>Apply common spelling patterns and rules.</i> B3-1.2	<i>Apply regular spelling rules and some irregular spelling patterns.</i> B3-1.3	<i>Apply regular spelling rules and some irregular spelling patterns.</i> B3-1.4	<i>Apply regular spelling rules and some irregular spelling patterns.</i> B3-1.5	Apply regular spelling rules and some irregular spelling patterns. B3-1.6	Apply regular spelling rules and some irregular spelling patterns. B3-1.7	Apply regular spelling rules and some irregular spelling patterns. B3-1.8	Apply regular spelling rules and some irregular spelling patterns. B3-1.9	Apply regular spelling rules and some irregular spelling patterns. B3-1.10	Apply regular spelling rules and some irregular spelling patterns. B3-1.11 B3-1.12
B3-2: High-Frequency Words	<i>Write own first and last name and at least ten words.</i> B3-2.k	<i>Spell at least 50 sight/high-frequency words correctly.</i> B3-2.1	<i>Spell high-frequency and grade-appropriate words correctly.</i> B3-2.2	<i>Spell high-frequency and grade-appropriate words correctly.</i> B3-2.3	<i>Spell high-frequency and grade-appropriate words correctly.</i> B3-2.4	<i>Spell high-frequency and grade-appropriate words correctly.</i> B3-2.5	Spell high-frequency and grade-appropriate words correctly. B3-2.6	Spell high-frequency and grade-appropriate words correctly. B3-2.7	Spell high-frequency and grade-appropriate words correctly. B3-2.8	Spell high-frequency and grade-appropriate words correctly. B3-2.9	Spell high-frequency and grade-appropriate words correctly. B3-2.10	Spell high-frequency and grade-appropriate words correctly. B3-2.11 B3-2.12
B3-3: Capitalization	<i>Begin names and "I" with capital letters.</i> B3-3.k	<i>Capitalize the first word of sentences and "I."</i> B3-3.1	<i>Capitalize the first word in a sentence, "I," and obvious proper nouns.</i> B3-3.2	<i>Apply simple capitalization rules correctly.</i> B3-3.3	<i>Apply capitalization rules correctly.</i> B3-3.4	<i>Apply capitalization rules correctly.</i> B3-3.5	Apply capitalization rules correctly. B3-3.6	Apply capitalization rules correctly. B3-3.7	Apply capitalization rules correctly. B3-3.8	Apply capitalization rules correctly. B3-3.9	Apply capitalization rules correctly. B3-3.10	Apply capitalization rules correctly. B3-3.11 B3-3.12
B3-4: Punctuation	<i>Recognize end punctuation (i.e., commas, and quotation marks).</i> B3-4.k	<i>Use end punctuation; recognize other punctuation.</i> B3-4.1	<i>Use basic punctuation; recognize other punctuation.</i> B3-4.2	<i>Use basic punctuation correctly.</i> B3-4.3	<i>Use punctuation correctly.</i> B3-4.4	<i>Use punctuation correctly.</i> B3-4.5	Use punctuation correctly. B3-4.6	Use punctuation correctly. B3-4.7	Use punctuation correctly. B3-4.8	Use punctuation correctly. B3-4.9	Use punctuation correctly. B3-4.10	Use punctuation correctly. B3-4.11 B3-4.12
B3-5: Grammar and Usage		Develop awareness of nouns and verbs. B3-5.1	Apply grammatical conventions (e.g., parts of speech). B3-5.2	Apply grammatical conventions (e.g., parts of speech). B3-5.3	<i>Apply grammatical conventions (e.g., parts of speech).</i> B3-5.4	<i>Apply grammatical conventions and rules of usage.</i> B3-5.5	Apply grammatical conventions and rules of usage. B3-5.6	Apply grammatical conventions and rules of usage. B3-5.7	Apply grammatical conventions and rules of usage. B3-5.8	Apply grammatical conventions and rules of usage within grade level materials. B3-5.9	Apply grammatical conventions and rules of usage within grade level materials. B3-5.10	Apply grammatical conventions and rules of usage within grade level materials. B3-5.11 B3-5.12
B3-6: Sentences	<i>Write phrases or simple sentences.</i> B3-6.k	<i>Write declarative and interrogative sentences.</i> B3-6.1	<i>Write declarative, interrogative, exclamatory, and imperative sentences.</i> B3-6.2	<i>Write simple and compound sentences.</i> B3-6.3	<i>Write simple, compound, and complex sentences.</i> B3-6.4	<i>Write simple, compound, and complex sentences.</i> B3-6.5	Use sentence variety (e.g., complex, compound-complex, phrases, and clauses). B3-6.6	Use sentence variety (e.g., complex, compound-complex, phrases, and clauses). B3-6.7	<i>Use sentence variety (e.g., complex, compound-complex, phrases, and clauses).</i> B3-6.8	<i>Use sentence variety (e.g., complex, compound-complex, phrases, and clauses) within grade level materials.</i> B3-6.9	<i>Choose sentence structures to reflect author's purpose and voice within grade level materials.</i> B3-6.10	<i>Choose sentence structures to reflect author's purpose and voice within grade level materials.</i> B3-6.11 B3-6.12

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11/12
B3-7: Organization	Write on a topic. B3-7.k	<i>Write sentences on one topic.</i> B3-7.1	<i>Write a single paragraph or short report with beginning and ending.</i> B3-7.2	<i>Write paragraphs and multi-paragraph pieces that develop a topic and include introduction/topic sentence and conclusion.</i> B3-7.3	<i>Write paragraphs and multi-paragraph pieces that develop a topic and include introduction/topic sentence, support, and conclusion.</i> B3-7.4	<i>Write paragraphs and multi-paragraph pieces that develop a topic and include introduction/topic sentence, support, conclusion, and transitions.</i> B3-7.5	<i>Write paragraphs and multi-paragraph pieces that develop a topic and include introduction/topic sentence, support, conclusion, and transitions.</i> B3-7.6	<i>Write paragraphs and multi-paragraph pieces that develop a topic and include introduction/topic sentence, support, conclusion, and transitions.</i> B3-7.7	<i>Write paragraphs and multi-paragraph pieces that develop a topic and include introduction/topic sentence, support, conclusion, and transitions.</i> B3-7.8	<i>Write paragraphs and multi-paragraph essays with a clear focus, coherent organization, and sufficient details.</i> B3-7.9	<i>Write paragraphs and multi-paragraph essays with a clear focus, coherent organization, and sufficient details.</i> B3-7.10	<i>Write multi-paragraph essays with a clear focus, coherent organization, and sufficient details.</i> B3-7.11 B3-7.12
B3-8: Legible writing	Form manuscript letters legibly. B3-8.k	Form upper- and lower-case manuscript letters legibly. B3-8.1	Form upper- and lower-case manuscript letters legibly. B3-8.2	Write manuscript and cursive legibly. B3-8.3	Write manuscript and cursive legibly. B3-8.4	Write manuscript and cursive legibly. B3-8.5	Write manuscript and cursive legibly; use word processor appropriately. B3-8.6	Write manuscript and cursive legibly; use word processor appropriately. B3-8.7	Write manuscript and cursive legibly; use word processor appropriately. B3-8.8	Write manuscript and cursive legibly; use word processor appropriately. B3-8.9	Write manuscript and cursive legibly; use word processor appropriately. B3-8.10	Write manuscript and cursive legibly; use word processor appropriately. B3-8.11 B3-8.12
Standard B4: Students plan and produce written products.												
B4-1: Prewriting	<i>Use pictures as an organizer for writing.</i> B4-1.k	<i>Contribute to and complete prewriting organizers.</i> B4-1.1	<i>Use teacher-directed prewriting/note-taking activities to generate and plan ideas for writing different genre.</i> B4-1.2	<i>Use appropriate graphic organizers to generate and plan ideas.</i> B4-1.3	<i>Use prewriting/note-taking activities to generate and plan ideas for writing different genre.</i> B4-1.4	<i>Use prewriting/note-taking activities to generate and plan ideas for writing different genre.</i> B4-1.5	<i>Use prewriting/note-taking activities to generate and plan ideas for writing different genre.</i> B4-1.6	<i>Use prewriting/note-taking activities to generate and plan ideas for writing different genre.</i> B4-1.7	<i>Use prewriting/note-taking activities to generate and plan ideas for writing different genre.</i> B4-1.8	<i>Use prewriting/note-taking activities to generate and plan ideas for writing different genre.</i> B4-1.9	Use prewriting/note-taking activities to generate and plan ideas for writing different genre. B4-1.10	Use prewriting/note-taking activities to generate and plan ideas for writing different genre. B4-1.11 B4-1.12
B4-2: Drafting	<i>Compose a written piece from prewriting activities.</i> B4-2.k	<i>Compose a written piece from prewriting activities to convey ideas.</i> B4-2.1	<i>Compose a written piece from prewriting activities to convey ideas.</i> B4-2.2	<i>Compose a written piece from prewriting activities to convey ideas.</i> B4-2.3	<i>Compose a written piece from prewriting activities to convey ideas.</i> B4-2.4	<i>Compose a written piece from prewriting activities to convey ideas.</i> B4-2.5	<i>Compose a written piece from prewriting activities to convey ideas.</i> B4-2.6	<i>Compose a written piece from prewriting activities to convey ideas.</i> B4-2.7	<i>Compose a written piece from prewriting activities to convey ideas.</i> B4-2.8	<i>Compose grade-level-appropriate expository writing, including persuasive pieces.</i> B4-2.9	<i>Compose grade-level-appropriate expository writing, including persuasive pieces.</i> B4-2.10	<i>Compose grade-level-appropriate expository writing, including persuasive pieces.</i> B4-2.11 B4-2.12
B4-3: Revising	Add information to written piece with assistance. B4-3.k	Add information and revise a written piece with assistance. B4-3.1	<i>Revise a written piece to clarify/elaborate.</i> B4-3.2	<i>Revise a written piece to clarify/elaborate.</i> B4-3.3	<i>Revise a written piece to clarify/elaborate.</i> B4-3.4	<i>Revise a written piece to clarify/elaborate.</i> B4-3.5	<i>Revise writing to improve organization, develop detail, add sentence variety, and enhance word choice.</i> B4-3.6	<i>Revise writing to improve organization, develop detail, add sentence variety, and enhance word choice.</i> B4-3.7	<i>Revise writing to improve organization, develop detail, add sentence variety, and enhance word choice.</i> B4-3.8	<i>Revise writing to improve organization, develop detail, add sentence variety, and enhance word choice.</i> B4-3.9	<i>Revise writing to improve organization, develop detail, add sentence variety, and enhance word choice.</i> B4-3.10	<i>Revise writing to improve organization, develop detail, add sentence variety, and enhance word choice.</i> B4-3.11 B4-3.12

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11/12
B4-4: Editing and Proofreading	Develop awareness of proofreading and editing. B4-4.k	<i>Develop proofreading and editing skills for appropriate conventions.</i> B4-4.1	<i>Develop proofreading and editing skills for appropriate conventions.</i> B4-4.2	<i>Proofread and edit for appropriate conventions.</i> B4-4.3	<i>Proofread and edit for appropriate conventions.</i> B4-4.4	<i>Proofread and edit for appropriate conventions.</i> B4-4.5	<i>Proofread and edit for appropriate conventions.</i> B4-4.6	<i>Proofread and edit for appropriate conventions.</i> B4-4.7	<i>Proofread and edit for appropriate conventions.</i> B4-4.8	<i>Proofread and edit for appropriate conventions.</i> B4-4.9	<i>Proofread and edit for appropriate conventions.</i> B4-4.10	<i>Proofread and edit for appropriate conventions.</i> B4-4.11 B4-4.12
B4-5: Self-Monitoring		Identify strengths and needs in writing. B4-5.1	Identify and set goals based on strengths and needs in writing. B4-5.2	Identify and set goals based on strengths and needs in writing. B4-5.3	Identify and set goals based on strengths and needs in writing. B4-5.4	Identify and set goals based on strengths and needs in writing. B4-5.5	Identify, set, and assess goals based on strength and needs in writing. B4-5.6	Identify, set, and assess goals based on strength and needs in writing. B4-5.7	Identify, set, and assess goals based on strength and needs in writing. B4-5.8	Identify, set, and assess goals based on strength and needs in writing. B4-5.9	Identify, set, and assess goals based on strength and needs in writing. B4-5.10	Identify, set, and assess goals based on strength and needs in writing. B4-5.11 B4-5.12
B4-6: Citing Resources		Identify title and author or illustrator of book. B4-6.1	Credit and record sources used. B4-6.2	Credit and record sources used. B4-6.3	Credit and record sources used. B4-6.4	Credit and record sources used. B4-6.5	Cite/Record sources of information including quotes and visuals using appropriate citation formation. B4-6.6	Cite/Record sources of information including quotes and visuals using appropriate citation formation. B4-6.7	Cite/Record sources of information including quotes and visuals using appropriate citation formation. B4-6.8	<i>Evaluate and cite/record sources of information including quotes and visuals using appropriate citation format.</i> B4-6.9	<i>Evaluate and cite/record sources of information including quotes and visuals using appropriate citation format.</i> B4-6.10	Evaluate and cite/record sources of information including quotes and visuals using appropriate citation format. B4-6.11 B4-6.12
B4-7: Legal/Ethical Compliance			Use own words in writing B4-7.2	Demonstrate compliance with legal and ethical issues related to plagiarism, copyright, and intellectual property. B4-7.3	Demonstrate compliance with legal and ethical issues related to plagiarism, copyright, and intellectual property. B4-7.4	Demonstrate compliance with legal and ethical issues related to plagiarism, copyright, and intellectual property. B4-7.5	Demonstrate compliance with legal and ethical issues related to plagiarism, copyright, and intellectual property. B4-7.6	Demonstrate compliance with legal and ethical issues related to plagiarism, copyright, and intellectual property. B4-7.7	Demonstrate compliance with legal and ethical issues related to plagiarism, copyright, and intellectual property. B4-7.8	<i>Demonstrate compliance with legal and ethical issues related to plagiarism, copyright, and intellectual property.</i> B4-7.9	<i>Demonstrate compliance with legal and ethical issues related to plagiarism, copyright, and intellectual property.</i> B4-7.10	<i>Demonstrate compliance with legal and ethical issues related to plagiarism, copyright, and intellectual property.</i> B4-7.11 B4-7.12
B4-8: Using Technology	Use software to create simple documents (e.g., simple drawing and word processing software) with assistance. B4-8.k	Use software to create simple documents and charts (e.g., simple drawing and word processing software) with assistance. B4-8.1	Use software to create simple documents and charts (e.g., simple drawing and word processing software). B4-8.2	Use a variety of appropriate technology to communicate information and create products. B4-8.3	Use a variety of appropriate technology to communicate information and create products. B4-8.4	Use a variety of appropriate technology to communicate information and create products. B4-8.5	Use technology in the research process to create a final product (e.g., research paper or project). B4-8.6	Use technology in the research process to create a final product (e.g., research paper or project). B4-8.7	Use technology in the research process to create a final product (e.g., research paper or project). B4-8.8	Use technology in the research process to create a final product. B4-8.9	Use technology in the research process to create a final product. B4-8.10	Use technology in the research process to create a final product. B4-8.11 B4-8.12
B4-9: Publishing	Share/Publish a final product. B4-9.k	Share/Publish a final product. B4-9.1	Share/Publish a final product. B4-9.2	Share/Publish a final product. B4-9.3	Share/Publish a final product. B4-9.4	Share/Publish a final product. B4-9.5	Share/Publish a final product. B4-9.6	Share/Publish a final product. B4-9.7	Share/Publish a final product. B4-9.8	Share/Publish a final product. B4-9.9	Share/Publish a final product. B4-9.10	Share/Publish a final product. B4-9.11 B4-9.12

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STANDARD C: LISTENING AND VIEWING												
Standard C1: Students listen and view to gain information.												
C1-1: Listening Behavior	<i>Use appropriate listening and viewing behavior.</i> <i>C1-1.k</i>	<i>Use appropriate listening and viewing behavior.</i> <i>C1-1.1</i>	<i>Use appropriate listening and viewing behavior.</i> <i>C1-1.2</i>	<i>Use appropriate listening and viewing behavior.</i> <i>C1-1.3</i>	<i>Use appropriate listening and viewing behavior.</i> <i>C1-1.4</i>	<i>Use appropriate listening and viewing behavior.</i> <i>C1-1.5</i>	<i>Use appropriate listening and viewing behavior.</i> <i>C1-1.6</i>	<i>Use appropriate listening and viewing behavior.</i> <i>C1-1.7</i>	<i>Use appropriate listening and viewing behavior.</i> <i>C1-1.8</i>	<i>Use appropriate listening and viewing behavior.</i> <i>C1-1.9</i>	<i>Use appropriate listening and viewing behavior.</i> <i>C1-1.10</i>	<i>Use appropriate listening and viewing behavior.</i> <i>C1-1.11</i> <i>C1-1.12</i>
C1-2: Nonverbal Cues	Recognize nonverbal cues. C1-2.k	Recognize nonverbal cues. C1-2.1	Recognize nonverbal cues. C1-2.2	Recognize nonverbal cues. C1-2.3	Recognize nonverbal cues. C1-2.4	Recognize nonverbal cues. C1-2.5	Recognize that nonverbal cues influence the meaning of oral communication. C1-2.6	Recognize that nonverbal cues influence the meaning of oral communication. C1-2.7	Recognize that nonverbal cues influence the meaning of oral communication. C1-2.8	Recognize that nonverbal cues influence the meaning of oral communication. <i>C1-2.9</i>	Recognize that nonverbal cues influence the meaning of oral communication. <i>C1-2.10</i>	Recognize that nonverbal cues influence the meaning of oral communication. <i>C1-2.11</i> <i>C1-2.12</i>
C1-3: Following Directions	<i>Follow simple three- to four-step oral/visual directions.</i> <i>C1-3.k</i>	<i>Follow multiple-step oral/visual directions.</i> <i>C1-3.1</i>	<i>Follow multiple-step oral/visual directions.</i> <i>C1-3.2</i>	<i>Follow multiple-step oral/visual directions.</i> <i>C1-3.3</i>	<i>Follow multiple-step oral/visual directions.</i> <i>C1-3.4</i>	<i>Follow multiple-step oral/visual directions.</i> <i>C1-3.5</i>	Follow multiple-step oral/visual directions. C1-3.6	Follow multiple-step oral/visual directions. C1-3.7	Follow multiple-step oral/visual directions. C1-3.8	Follow multiple-step oral/visual directions. C1-3.9	Follow multiple-step oral/visual directions. C1-3.10	Follow multiple-step oral/visual directions. C1-3.11 C1-3.12
C1-4: Main Points	Identify presenter's main points through discussion. C1-4.k	Identify presenter's main points. C1-4.1	Identify presenter's main points. C1-4.2	Identify presenter's main points. C1-4.3	Identify presenter's main points. C1-4.4	Identify presenter's main points. C1-4.5	Record and summarize key ideas and details from an oral presentation. C1-4.6	Record and summarize key ideas and details from an oral presentation. <i>C1-4.7</i>	Record and summarize key ideas and details from an oral presentation. <i>C1-4.8</i>	Record and summarize key ideas and details from an oral presentation. <i>C1-4.9</i>	Record and summarize key ideas and details from an oral presentation. C1-4.10	Record and summarize key ideas and details from an oral presentation. C1-4.11 C1-4.12
C1-5: Monitoring Understanding of Oral/Visual Presentations	Ask questions or make comments related to topic, stories, poems, or songs. C1-5.k	Ask questions to clarify and extend and/or make comments that are appropriate and relevant to the topic. C1-5.1	Ask questions to clarify and extend and/or make comments that are appropriate and relevant to the topic. C1-5.2	Ask questions to clarify and extend and/or make comments that are appropriate and relevant to the topic. <i>C1-5.3</i>	Ask questions to clarify and extend and/or make comments that are appropriate and relevant to the topic. <i>C1-5.4</i>	Ask questions to clarify and extend and/or make comments that are appropriate and relevant to the topic. <i>C1-5.5</i>	Ask questions to clarify and extend and/or make comments that are appropriate and relevant to the topic. C1-5.6	Ask questions to clarify and extend and/or make comments that are appropriate and relevant to the topic. C1-5.7	Ask questions to clarify and extend and/or make comments that are appropriate and relevant to the topic. C1-5.8	Ask questions to clarify and extend and/or make comments that are appropriate and relevant to the topic. C1-5.9	Ask questions to clarify and extend and/or make comments that are appropriate and relevant to the topic. C1-5.10	Ask questions to clarify and extend and/or make comments that are appropriate and relevant to the topic. C1-5.11 C1-5.12

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Standard C2: Students listen and view to interpret, analyze, and evaluate information.												
C2-1: Fact and Opinion			Recognize that a speaker/presenter expresses both facts and opinions. C2-1.2	Recognize that a speaker/presenter expresses both facts and opinions. C2-1.3	Distinguish between a presenter's facts and opinions. C2-1.4	Distinguish between a presenter's facts and opinions. C2-1.5	Distinguish between a presenter's facts and opinions and reliability of information. C2-1.6	Distinguish between a presenter's facts and opinions and reliability of information. C2-1.7	Distinguish between a presenter's facts and opinions and reliability of information. C2-1.8	<i>Evaluate the reliability of a presenter's information.</i> C2-1.9	<i>Evaluate the reliability of a presenter's information.</i> C2-1.10	<i>Evaluate the reliability of a presenter's information.</i> C2-1.11 C2-1.12
C2-2: Vocal Cues	Recognize that a presenter's vocal intensity and intonation can affect meaning. C2-2.k	Recognize that a presenter's vocal intensity and intonation can affect meaning. C2-2.1	Recognize that a presenter's vocal intensity and intonation can affect meaning. C2-2.2	Recognize that a presenter's vocal intensity, intonation, and pitch can affect meaning. C2-2.3	Recognize that a presenter's vocal intensity, intonation, and pitch can affect meaning. C2-2.4	Recognize that a presenter's vocal intensity, intonation, and pitch can affect meaning. C2-2.5	Recognize that a presenter's vocal intensity, intonation, and pitch can affect meaning. C2-2.6	Recognize that a presenter's vocal intensity, intonation, and pitch can affect meaning. C2-2.7	Recognize that a presenter's vocal intensity, intonation, and pitch can affect meaning. C2-2.8	<i>Recognize that a presenter's vocal intensity, intonation, and pitch can affect meaning.</i> C2-2.9	<i>Recognize that a presenter's vocal intensity, intonation, and pitch can affect meaning.</i> C2-2.10	<i>Recognize that a presenter's vocal intensity, intonation, and pitch can affect meaning.</i> C2-2.11 C2-2.12
C2-3: Visual and Oral Information	<i>Recognize that visual and oral information provide meaning.</i> C2-3.k	<i>Recognize that visual and oral information provide meaning.</i> C2-3.1	Recognize how visual and oral information provide meaning. C2-3.2	Recognize how visual information affects the verbal message. C2-3.3	Recognize how visual information affects the verbal message. C2-3.4	Recognize how visual information affects the verbal message. C2-3.5	Evaluate the quality of verbal message and presentation of the speaker. C2-3.6	Evaluate the quality of verbal message and presentation of the speaker. C2-3.7	Evaluate the quality of verbal message and presentation of the speaker. C2-3.8	<i>Evaluate the quality of verbal message and presentation of the speaker</i> C2-3.9	<i>Evaluate the quality of verbal message and presentation of the speaker.</i> C2-3.10	<i>Evaluate the quality of verbal message and presentation of the speaker.</i> C2-3.11 C2-3.12
C2-4: Language Variations	Show respect for all speakers. C2-4.k	Show respect for all speakers. C2-4.1	Show respect for all speakers. C2-4.2	Show respect for all speakers. C2-4.3	Show respect for all speakers. C2-4.4	Show respect for all speakers. C2-4.5	Understand and demonstrate respect for differences in language contexts (i.e., social, cultural, and regional). C2-4.6	Understand and demonstrate respect for differences in language contexts (i.e., social, cultural, and regional). C2-4.7	Understand and demonstrate respect for differences in language contexts (i.e., social, cultural, and regional). C2-4.8	Understand and demonstrate respect for differences in language contexts. C2-4.9	Understand and demonstrate respect for differences in language contexts. C2-4.10	Understand and demonstrate respect for differences in language contexts. C2-4.11 C2-4.12
STANDARD D: SPEAKING												
Standard D1: Students orally communicate information, ideas, and opinions to different audiences for different purposes.												
D1-1: Grammar/Usage	<i>Speak using simple sentences.</i> D1-1.k	Speak using different types of sentences. D1-1.1	<i>Self-correct errors in grammar and usage when prompted.</i> D1-1.2	<i>Use conventions of standard oral language appropriately</i> (e.g., word choice, vocabulary, grammar, and sentence variety). D1-1.3	<i>Use conventions of standard oral language appropriately</i> (e.g., word choice, vocabulary, grammar, and sentence variety). D1-1.4	<i>Use conventions of standard oral language appropriately</i> (e.g., word choice, vocabulary, grammar, and sentence variety). D1-1.5	Use conventions of standard oral language appropriately (e.g., word choice, vocabulary, grammar, and sentence variety). D1-1.6	Use conventions of standard oral language appropriately (e.g., word choice, vocabulary, grammar, and sentence variety). D1-1.7	Use conventions of standard oral language appropriately (e.g., word choice, vocabulary, grammar, and usage). D1-1.8	Use grade-level-appropriate conventions of standard oral language (e.g., word choice, vocabulary, and grammar usage). D1-1.9	Use grade-level-appropriate conventions of standard oral language (e.g., word choice, vocabulary, and grammar usage). D1-1.10	Use grade-level-appropriate conventions of standard oral language (e.g., word choice, vocabulary, and grammar usage). D1-1.11 D1-1.12

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D1-2: Participation	Participate in group and class discussions. D1-2.k	Participate in group and class discussions. D1-2.1	Participate in group and class discussions. D1-2.2	Contribute to class and group discussions. D1-2.3	Contribute as a participant and leader in group discussions. D1-2.4	Contribute as a participant and leader in group discussions. D1-2.5	Contribute as a participant and leader in group discussions. D1-2.6	Contribute as a participant and leader in group discussions. D1-2.7	Contribute as a participant and leader in group discussions. D1-2.8	Contribute as a participant and leader in group discussions. D1-2.9	Contribute as a participant and leader in group discussions. D1-2.10	Contribute as a participant and leader in group discussions. D1-2.11 D1-2.12
D1-3: Verbal and Nonverbal Cues	Use voice and body language to communicate with audience. D1-3.k	Use voice and body language to communicate with audience. D1-3.1	Use voice and body language to communicate with audience. D1-3.2	Use voice and body language to communicate with audience. D1-3.3	Use voice and body language to communicate with audience. D1-3.4	Use voice and body language to communicate with audience. D1-3.5	Use eye contact, gestures, vocal variety, appropriate physical stance, and self-control to achieve a desired effect. D1-3.6	Use eye contact, gestures, vocal variety, appropriate physical stance, and self-control to achieve a desired effect. D1-3.7	Use eye contact, gestures, vocal variety, appropriate physical stance, and self-control to achieve a desired effect. D1-3.8	Use eye contact, gestures, vocal variety, appropriate physical stance, and self-control to achieve a desired effect. D1-3.9	Use eye contact, gestures, vocal variety, appropriate physical stance, and self-control to achieve a desired effect. D1-3.10	Use eye contact, gestures, vocal variety, appropriate physical stance, and self-control to achieve a desired effect. D1-3.11 D1-3.12
D1-4: Interaction	Respond to/Ask questions to clarify meaning. D1-4.k	Respond to/Ask questions to clarify meaning. D1-4.1	Respond to/Ask questions to clarify meaning. D1-4.2	<i>Respond to/Ask questions to clarify meaning.</i> <i>D1-4.3</i>	<i>Respond to/Ask questions to clarify meaning.</i> <i>D1-4.4</i>	<i>Respond to/Ask questions to clarify meaning.</i> <i>D1-4.5</i>	Ask for repetition, restatement, or general explanation for clarification. D1-4.6	Ask for repetition, restatement, or general explanation for clarification. D1-4.7	Ask for repetition, restatement, or general explanation for clarification. D1-4.8	Use argument, questioning, and logic for clarification of ideas presented orally. D1-4.9	Use argument, questioning, and logic for clarification of ideas presented orally. D1-4.10	Use argument, questioning, and logic for clarification of ideas presented orally. D1-4.11 D1-4.12
D1-5: Vocabulary	Use clear and specific vocabulary, including content vocabulary, to communicate ideas. D1-5.k	Use clear and specific vocabulary, including content vocabulary, to communicate ideas. D1-5.1	<i>Use clear and specific vocabulary, including content vocabulary, to communicate ideas.</i> <i>D1-5.2</i>	<i>Use clear and specific vocabulary, including content vocabulary, to communicate ideas.</i> <i>D1-5.3</i>	<i>Use clear and specific vocabulary, including content vocabulary, to communicate ideas.</i> <i>D1-5.4</i>	<i>Use clear and specific vocabulary, including content vocabulary, to communicate ideas.</i> <i>D1-5.5</i>	Use clear and specific vocabulary to communicate ideas (e.g., make analogies to clarify meaning). D1-5.6	Use clear and specific vocabulary to communicate ideas (e.g., make analogies to clarify meaning). D1-5.7	Use clear and specific vocabulary to communicate ideas (e.g., make analogies to clarify meaning). D1-5.8	Use clear and specific vocabulary to communicate ideas. D1-5.9	Use clear and specific vocabulary to communicate ideas. D1-5.10	Use clear and specific vocabulary to communicate ideas. D1-5.11 D1-5.12
D1-6: Setting Purpose	Speak to retell or inform. D1-6.k	Speak to retell, inform, and describe. D1-6.1	Speak to inform, describe, sequence, and entertain. D1-6.2	Speak to inform, describe, entertain, explain, and compare. D1-6.3	Speak to inform, describe, entertain, and persuade. D1-6.4	Speak to inform, describe, entertain, and persuade. D1-6.5	Speak formally and informally for a variety of purposes (e.g., to inform, persuade, question, and collaborate). D1-6.6	Speak formally and informally for a variety of purposes (e.g., to inform, persuade, question, and collaborate). D1-6.7	Speak formally and informally for a variety of purposes (e.g., to inform, persuade, question, and collaborate). D1-6.8	Use presentation format appropriate for audience and purpose. D1-6.9	Use presentation format appropriate for audience and purpose. D1-6.10	Use presentation format appropriate for audience and purpose. D1-6.11 D1-6.12
D1-7: Summarizing Orally	<i>Retell to show understanding</i> (e.g., beginning, middle, and end). <i>D1-7.k</i>	<i>Retell in sequence to show understanding.</i> <i>D1-7.1</i>	<i>Summarize and retell to show understanding.</i> <i>D1-7.2</i>	<i>Summarize information to show understanding.</i> <i>D1-7.3</i>	<i>Summarize information to show understanding.</i> <i>D1-7.4</i>	<i>Summarize information to show understanding.</i> <i>D1-7.5</i>	Extract important ideas from text (e.g., retelling, outlining, taking notes, charting, and sequencing). D1-7.6	Extract important ideas from text (e.g., retelling, outlining, taking notes, charting, and sequencing). D1-7.7	Extract important ideas from text (e.g., retelling, outlining, taking notes, charting, and sequencing). D1-7.8	Extract important ideas from text (e.g., retelling, outlining, taking notes, charting, and sequencing). D1-7.9	Extract important ideas from text (e.g., retelling, outlining, taking notes, charting, and sequencing). D1-7.10	Extract important ideas from text (e.g., retelling, outlining, taking notes, charting, and sequencing). D1-7.11 D1-7.12

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11/12
D1-8: Visual Aids	Incorporate visual aids into an oral presentation to enhance meaning. D1-8.k	Incorporate visual aids into an oral presentation to enhance meaning. D1-8.1	Incorporate visual aids into an oral presentation to enhance meaning. D1-8.2	Incorporate visual aids into an oral presentation to enhance meaning. D1-8.3	Incorporate visual aids into an oral presentation to enhance meaning. D1-8.4	Incorporate visual aids into an oral presentation to enhance meaning. D1-8.5	Incorporate visual aids into an oral presentation to enhance meaning. D1-8.6	Incorporate visual aids into an oral presentation to enhance meaning. D1-8.7	Incorporate visual aids into an oral presentation to enhance meaning. D1-8.8	Incorporate visual aids into an oral presentation to enhance meaning. D1-8.9	Incorporate visual aids into an oral presentation to enhance meaning. D1-8.10	Incorporate visual aids into an oral presentation to enhance meaning. D1-8.11 D1-8.12