

**STANDARDS AND BENCHMARKS
ENGLISH/LANGUAGE ARTS**

SCOPE AND SEQUENCE

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
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)
	<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
STUDENT PERFORMANCE							
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).
	<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
STUDENT PERFORMANCE							

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
STANDARD A: READING/LITERATURE							
Standard A1: Students apply word analysis skills and strategies to expand vocabulary and construct meaning from text.							
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).
	<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
STUDENT PERFORMANCE							
A1-4: Literary Devices	<i>Identify rhyme.</i>	<i>Identify rhyme and use of patterns.</i>	<i>Identify similes, rhyme, and use of patterns.</i>	<i>Identify figurative language (i.e., similes, metaphors, and alliteration).</i>	<i>Identify literary devices (e.g., figurative language).</i>	<i>Identify literary devices.</i>	Analyze the effect of literary devices (e.g., simile, metaphor, personification, hyperbole, alliteration, onomatopoeia, and symbolism).
	<i>A1-4.k</i>	<i>A1-4.1</i>	<i>A1-4.2</i>	<i>A1-4.3</i>	<i>A1-4.4</i>	<i>A1-4.5</i>	A1-4.6
STUDENT PERFORMANCE							

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
STANDARD A: READING/LITERATURE							
Standard A1: Students apply word analysis skills and strategies to expand vocabulary and construct meaning from text.							
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> A1-5.3	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
STUDENT PERFORMANCE							
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> A2-1.k	<i>Access prior knowledge to understand the reading selection</i> (e.g., picture walk and brainstorming). A2-1.1	<i>Access prior knowledge to understand the reading selection</i> (e.g., previewing, predicting, and brainstorming). A2-1.2	<i>Access prior knowledge to understand the reading selection</i> (e.g., previewing, predicting, and brainstorming). A2-1.3	<i>Access prior knowledge to understand the reading selection</i> (e.g., previewing, predicting, and brainstorming). A2-1.4	<i>Access prior knowledge to understand the reading selection</i> (e.g., previewing, predicting, and brainstorming). A2-1.5	<i>Access prior knowledge to understand the reading selection</i> (e.g., previewing, predicting, and brainstorming). A2-1.6
STUDENT PERFORMANCE							

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
STANDARD A: READING/LITERATURE							
Standard A2: Students apply reading strategies to improve understanding and fluency.							
A2-2: Setting Reader's Purpose	Develop an awareness of the purpose for reading.	Identify the purpose for reading.	<i>Identify the purpose for reading literary, information, and everyday text.</i>	<i>Identify the purpose for reading literary, information, and everyday text.</i>	<i>Identify the purpose for reading literary, information, and everyday text.</i>	<i>Identify the purpose for reading literary, information, and everyday text.</i>	<i>Set the purpose for reading literary information, and everyday text and apply appropriate strategy (e.g., skimming, scanning, or careful reading).</i>
	A2-2.k	A2-2.1	A2-2.2	A2-2.3	A2-2.4	A2-2.5	A2-2.6
STUDENT PERFORMANCE							
A2-3: Making Text Connections	<i>Make text-to-self, text-to-text, and text-to-world connections.</i>	<i>Make text-to-self, text-to-text, and text-to-world connections.</i>	<i>Make text-to-self, text-to-text, and text-to-world connections.</i>	<i>Make text-to-self, text-to-text, and text-to-world connections.</i>	<i>Make text-to-self, text-to-text, and text-to-world connections.</i>	<i>Make text-to-self, text-to-text, and text-to-world connections.</i>	<i>Make text-to-self, text-to-text, and text-to-world connections.</i>
	A2-3.k	A2-3.1	A2-3.2	A2-3.3	A2-3.4	A2-3.5	A2-3.6
STUDENT PERFORMANCE							
A2-4: Creating Mental Images/ Visualizing	Visualize or create sensory images to understand text information.	Visualize or create sensory images to understand text information.	Visualize or create sensory images to understand text.	Visualize or create sensory images to understand text.	Visualize or create sensory images to understand text.	Visualize or create sensory images to understand text.	Visualize or create sensory images to understand text.
	A2-4.k	A2-4.1	A2-4.2	A2-4.3	A2-4.4	A2-4.5	A2-4.6
STUDENT PERFORMANCE							

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
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., reread, refer to other resources, use context clues, read aloud, and adjust reading pace as needed). A2-5.6
STUDENT PERFORMANCE							
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
STUDENT PERFORMANCE							
A2-7: Reading for Fluency	<i>Read with expression and phrasing using books that provide picture support.</i> A2-7.k	<i>Read with accuracy, expression, and phrasing, stopping for punctuation.</i> A2-7.1	<i>Read with accuracy, expression, and phrasing. Adjust reading pace as needed for understanding.</i> A2-7.2	<i>Read with accuracy, automaticity, expression, and phrasing. Adjust reading pace for understanding.</i> A2-7.3	<i>Read with accuracy, automaticity, expression, and phrasing. Adjust reading pace for understanding.</i> A2-7.4	<i>Read with accuracy, automaticity, expression, and appropriate pace.</i> A2-7.5	<i>Read with accuracy, automaticity, expression, and appropriate pace.</i> A2-7.6
STUDENT PERFORMANCE							

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
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>
STUDENT PERFORMANCE							
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>
STUDENT PERFORMANCE							
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>
STUDENT PERFORMANCE							
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>
STUDENT PERFORMANCE							

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
A2-12: Following Directions	<i>Read and follow simple directions with picture cues.</i> A2-12.k	<i>Read and follow simple written directions.</i> A2-12.1	<i>Read and follow steps in a simple process.</i> A2-12.2	<i>Read and follow steps in a simple process.</i> A2-12.3	<i>Read and follow steps in a simple process.</i> A2-12.4	<i>Read and follow steps in a simple process.</i> A2-12.5	Read and follow directions. A2-12.6
STUDENT PERFORMANCE							

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
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). A3-1.k	<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). A3-1.1	<i>Use text features to identify information</i> (e.g., titles, headings, captions, illustrations, directions, paragraphing, guide words, glossary, and table of contents). A3-1.2	<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). A3-1.3	<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). A3-1.4	<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). A3-1.5	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). A3-1.6
STUDENT PERFORMANCE							

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Standard A3: Students read to interpret, analyze, and evaluate literary and information texts, including electronic and print media.							
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>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>
STUDENT PERFORMANCE							
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.
	A3-3.k	A3-3.1	A3-3.2	A3-3.3	A3-3.4	A3-3.5	A3-3.6
STUDENT PERFORMANCE							

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
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
STUDENT PERFORMANCE							
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
STUDENT PERFORMANCE							

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
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
STUDENT PERFORMANCE							
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 evaluate the effectiveness of each.</i> A3-7.6
STUDENT PERFORMANCE							
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
STUDENT PERFORMANCE							

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
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
STUDENT PERFORMANCE							
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). <i>B1-1.1</i>	<i>Write for a purpose</i> (e.g., to inform, describe, sequence, and entertain). <i>B1-1.2</i>	<i>Write for a purpose</i> (e.g., to inform, describe, explain, entertain, compare, and reflect) <i>with an audience in mind.</i> <i>B1-1.3</i>	<i>Write for a purpose</i> (e.g., to inform, describe, explain, entertain, persuade, compare, and reflect) <i>with an audience in mind.</i> <i>B1-1.4</i>	<i>Write for a purpose</i> (e.g., to inform, describe, explain, entertain, persuade, compare, and reflect) <i>with an audience in mind.</i> <i>B1-1.5</i>	<i>Write with an audience in mind from various points of view to accomplish a purpose.</i> <i>B1-1.6</i>
STUDENT PERFORMANCE							
B1-2: Writing Modes	<i>Use simple text styles/forms</i> (e.g., list, messages, journal responses, and personal narrative). <i>B1-2.k</i>	<i>Write personal narrative, tell a story, make observations, and write friendly letters with assistance.</i> <i>B1-2.1</i>	<i>Write personal narrative, reading response, book report, and friendly letter.</i> <i>B1-2.2</i>	<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). <i>B1-2.3</i>	<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). <i>B1-2.4</i>	<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). <i>B1-2.5</i>	<i>Write narrative and informative pieces</i> (e.g., essays, reports, articles, and advertisements) <i>and responses</i> (e.g., journal and prompt). <i>B1-2.6</i>
STUDENT PERFORMANCE							

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
B1-3: Summarizing/ Paraphrasing/ Synthesizing	<i>Retell</i> (e.g., drawing and sequencing pictures). <i>B1-3.k</i>	<i>Retell in sequence</i> (e.g., picture and written restating). <i>B1-3.1</i>	<i>Summarize and retell</i> (e.g., story mapping, webbing, and written restating). <i>B1-3.2</i>	<i>Summarize information</i> (e.g., story mapping, webbing, and written restating). <i>B1-3.3</i>	<i>Summarize information</i> (e.g., story mapping, webbing, and paraphrasing). <i>B1-3.4</i>	<i>Summarize information</i> (e.g., story mapping, webbing, and paraphrasing). <i>B1-3.5</i>	Summarize and paraphrase important ideas from text (e.g., taking notes, outlining, and sequencing events). B1-3.6
STUDENT PERFORMANCE							
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> <i>B1-4.1</i>	<i>Write in response to reading, viewing, and listening experiences and to prompts.</i> <i>B1-4.2</i>	<i>Write in response to reading, viewing, and listening experiences and to prompts.</i> <i>B1-4.3</i>	<i>Write in response to reading, viewing, and listening experiences and to prompts.</i> <i>B1-4.4</i>	<i>Write in response to reading, viewing, and listening experiences and to prompts.</i> <i>B1-4.5</i>	<i>Write in response to reading, viewing, and listening experiences</i> (e.g., learning logs, letters, and journals). <i>B1-4.6</i>
STUDENT PERFORMANCE							
B1-5: Graphic Representations	<i>Create a visual representation of information</i> (e.g., drawing). <i>B1-5.k</i>	<i>Create a visual representation of information</i> (e.g., drawing and simple webs). <i>B1-5.1</i>	<i>Create a visual representation of information</i> (e.g., webs and charts). <i>B1-5.2</i>	<i>Create visual representations of information</i> (e.g., outlines, webs, charts, and graphs). <i>B1-5.3</i>	<i>Create visual representations of information</i> (e.g., outlines, webs, charts, and graphs). <i>B1-5.4</i>	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
STUDENT PERFORMANCE							

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
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> <i>B2-1.k</i>	<i>Use known, high frequency, content, self-selected, and word wall words.</i> <i>B2-1.1</i>	<i>Use known, high frequency, content, self-selected, and word wall words.</i> <i>B2-1.2</i>	<i>Incorporate vocabulary to make writing more precise and/or interesting.</i> <i>B2-1.3</i>	<i>Incorporate vocabulary to make writing more precise and/or interesting.</i> <i>B2-1.4</i>	<i>Incorporate vocabulary to make writing more precise and/or interesting.</i> <i>B2-1.5</i>	<i>Incorporate vocabulary to make writing more precise and/or interesting.</i> <i>B2-1.6</i>
STUDENT PERFORMANCE							
B2-2: Descriptive Language	<i>Use pictures and words to describe.</i> <i>B2-2.k</i>	<i>Use appropriate words to describe.</i> <i>B2-2.1</i>	<i>Use nouns, verbs, and adjectives to describe.</i> <i>B2-2.2</i>	Use figurative language (e.g., simile) to make writing more precise and interesting. <i>B2-2.3</i>	<i>Use figurative language in descriptive writing to make writing more precise and interesting</i> (e.g., simile, metaphor, and personification). <i>B2-2.4</i>	<i>Use figurative language to make writing more precise and interesting</i> (e.g., simile, metaphor, personification, hyperbole, alliteration, and onomatopoeia). <i>B2-2.5</i>	<i>Use figurative language and literary devices to illustrate and convey ideas</i> (e.g., simile, metaphor, personification, hyperbole, alliteration, and onomatopoeia). <i>B2-2.6</i>
STUDENT PERFORMANCE							
	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Standard B3: Students use appropriate grammar, spelling, punctuation, capitalization, and structure.							
B3-1: Spelling	<i>Use beginning and end sounds.</i> <i>B3-1.k</i>	<i>Use beginning, end, and some middle sounds. Use word families/word chunks/patterns.</i> <i>B3-1.1</i>	<i>Apply common spelling patterns and rules.</i> <i>B3-1.2</i>	<i>Apply regular spelling rules and some irregular spelling patterns.</i> <i>B3-1.3</i>	<i>Apply regular spelling rules and some irregular spelling patterns.</i> <i>B3-1.4</i>	<i>Apply regular spelling rules and some irregular spelling patterns.</i> <i>B3-1.5</i>	Apply regular spelling rules and some irregular spelling patterns. <i>B3-1.6</i>
STUDENT PERFORMANCE							

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Standard B3: Students use appropriate grammar, spelling, punctuation, capitalization, and structure.							
B3-2: High-Frequency Words	<i>Write own first and last name and at least ten words.</i>	<i>Spell at least 50 sight/high-frequency words correctly.</i>	<i>Spell high-frequency and grade-appropriate words correctly.</i>	<i>Spell high-frequency and grade-appropriate words correctly.</i>	<i>Spell high-frequency and grade-appropriate words correctly.</i>	<i>Spell high-frequency and grade-appropriate words correctly.</i>	Spell high-frequency and grade-appropriate words correctly.
	<i>B3-2.k</i>	<i>B3-2.1</i>	<i>B3-2.2</i>	<i>B3-2.3</i>	<i>B3-2.4</i>	<i>B3-2.5</i>	B3-2.6
STUDENT PERFORMANCE							
B3-3: Capitalization	<i>Begin names and "I" with capital letters.</i>	<i>Capitalize the first word of sentences and "I."</i>	<i>Capitalize the first word in a sentence, "I," and obvious proper nouns.</i>	<i>Apply simple capitalization rules correctly.</i>	<i>Apply capitalization rules correctly.</i>	<i>Apply capitalization rules correctly.</i>	Apply capitalization rules correctly.
	<i>B3-3.k</i>	<i>B3-3.1</i>	<i>B3-3.2</i>	<i>B3-3.3</i>	<i>B3-3.4</i>	<i>B3-3.5</i>	B3-3.6
STUDENT PERFORMANCE							
B3-4: Punctuation	<i>Recognize end punctuation (i.e., commas, and quotation marks).</i>	<i>Use end punctuation; recognize other punctuation.</i>	<i>Use basic punctuation; recognize other punctuation.</i>	<i>Use basic punctuation correctly.</i>	<i>Use punctuation correctly.</i>	<i>Use punctuation correctly.</i>	Use punctuation correctly.
	<i>B3-4.k</i>	<i>B3-4.1</i>	<i>B3-4.2</i>	<i>B3-4.3</i>	<i>B3-4.4</i>	<i>B3-4.5</i>	B3-4.6
STUDENT PERFORMANCE							
B3-5: Grammar and Usage		Develop awareness of nouns and verbs.	Apply grammatical conventions (e.g., parts of speech).	Apply grammatical conventions (e.g., parts of speech).	<i>Apply grammatical conventions (e.g., parts of speech).</i>	<i>Apply grammatical conventions and rules of usage.</i>	Apply grammatical conventions and rules of usage.
		B3-5.1	B3-5.2	B3-5.3	<i>B3-5.4</i>	<i>B3-5.5</i>	B3-5.6
STUDENT PERFORMANCE							

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
B3-6: Sentences	<i>Write phrases or simple sentences.</i>	<i>Write declarative and interrogative sentences.</i>	<i>Write declarative, interrogative, exclamatory, and imperative sentences.</i>	<i>Write simple and compound sentences.</i>	<i>Write simple, compound, and complex sentences.</i>	<i>Write simple, compound, and complex sentences.</i>	Use sentence variety (e.g., complex, compound-complex, phrases, and clauses).
	<i>B3-6.k</i>	<i>B3-6.1</i>	<i>B3-6.2</i>	<i>B3-6.3</i>	<i>B3-6.4</i>	<i>B3-6.5</i>	B3-6.6
STUDENT PERFORMANCE							
B3-7: Organization	Write on a topic.	<i>Write sentences on one topic.</i>	<i>Write a single paragraph or short report with beginning and ending.</i>	<i>Write paragraphs and multi-paragraph pieces that develop a topic and include introduction/ topic sentence and conclusion.</i>	<i>Write paragraphs and multi-paragraph pieces that develop a topic and include introduction/ topic sentence, support, and conclusion.</i>	<i>Write paragraphs and multi-paragraph pieces that develop a topic and include introduction/ topic sentence, support, conclusion, and transitions.</i>	<i>Write paragraphs and multi-paragraph pieces that develop a topic and include introduction/ topic sentence, support, conclusion, and transitions.</i>
	B3-7.k	<i>B3-7.1</i>	<i>B3-7.2</i>	<i>B3-7.3</i>	<i>B3-7.4</i>	<i>B3-7.5</i>	<i>B3-7.6</i>
STUDENT PERFORMANCE							
B3-8: Legible writing	Form manuscript letters legibly.	Form upper- and lower-case manuscript letters legibly.	Form upper- and lower-case manuscript letters legibly.	Write manuscript and cursive legibly.	Write manuscript and cursive legibly.	Write manuscript and cursive legibly.	Write manuscript and cursive legibly; use word processor appropriately.
	B3-8.k	B3-8.1	B3-8.2	B3-8.3	B3-8.4	B3-8.5	B3-8.6
STUDENT PERFORMANCE							

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Standard B4: Students plan and produce written products.							
B4-1: Prewriting	<i>Use pictures as an organizer for writing.</i>	<i>Contribute to and complete prewriting organizers.</i>	<i>Use teacher-directed prewriting/note-taking activities to generate and plan ideas for writing different genre.</i>	<i>Use appropriate graphic organizers to generate and plan ideas.</i>	<i>Use prewriting/note-taking activities to generate and plan ideas for writing different genre.</i>	<i>Use prewriting/note-taking activities to generate and plan ideas for writing different genre.</i>	<i>Use prewriting/note-taking activities to generate and plan ideas for writing different genre.</i>
	<i>B4-1.k</i>	<i>B4-1.1</i>	<i>B4-1.2</i>	<i>B4-1.3</i>	<i>B4-1.4</i>	<i>B4-1.5</i>	<i>B4-1.6</i>
STUDENT PERFORMANCE							
B4-2: Drafting	<i>Compose a written piece from prewriting activities.</i>	<i>Compose a written piece from prewriting activities to convey ideas.</i>	<i>Compose a written piece from prewriting activities to convey ideas.</i>	<i>Compose a written piece from prewriting activities to convey ideas.</i>	<i>Compose a written piece from prewriting activities to convey ideas.</i>	<i>Compose a written piece from prewriting activities to convey ideas.</i>	<i>Compose a written piece from prewriting activities to convey ideas.</i>
	<i>B4-2.k</i>	<i>B4-2.1</i>	<i>B4-2.2</i>	<i>B4-2.3</i>	<i>B4-2.4</i>	<i>B4-2.5</i>	<i>B4-2.6</i>
STUDENT PERFORMANCE							
B4-3: Revising	Add information to written piece with assistance.	Add information and revise a written piece with assistance.	<i>Revise a written piece to clarify/elaborate.</i>	<i>Revise a written piece to clarify/elaborate.</i>	<i>Revise a written piece to clarify/elaborate.</i>	<i>Revise a written piece to clarify/elaborate.</i>	<i>Revise writing to improve organization, develop detail, add sentence variety, and enhance word choice.</i>
	<i>B4-3.k</i>	<i>B4-3.1</i>	<i>B4-3.2</i>	<i>B4-3.3</i>	<i>B4-3.4</i>	<i>B4-3.5</i>	<i>B4-3.6</i>
STUDENT PERFORMANCE							

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
B4-4: Editing and Proofreading	Develop awareness of proofreading and editing. B4-4.k	<i>Develop proofreading and editing skills for appropriate conventions.</i> <i>B4-4.1</i>	<i>Develop proofreading and editing skills for appropriate conventions.</i> <i>B4-4.2</i>	<i>Proofread and edit for appropriate conventions.</i> <i>B4-4.3</i>	<i>Proofread and edit for appropriate conventions.</i> <i>B4-4.4</i>	<i>Proofread and edit for appropriate conventions.</i> <i>B4-4.5</i>	<i>Proofread and edit for appropriate conventions.</i> <i>B4-4.6</i>
STUDENT PERFORMANCE							
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
STUDENT PERFORMANCE							
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
STUDENT PERFORMANCE							

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
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
STUDENT PERFORMANCE							
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
STUDENT PERFORMANCE							
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
STUDENT PERFORMANCE							

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
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>
STUDENT PERFORMANCE							
C1-2: Nonverbal Cues	Recognize nonverbal cues. <i>C1-2.k</i>	Recognize nonverbal cues. <i>C1-2.1</i>	Recognize nonverbal cues. <i>C1-2.2</i>	Recognize nonverbal cues. <i>C1-2.3</i>	Recognize nonverbal cues. <i>C1-2.4</i>	Recognize nonverbal cues. <i>C1-2.5</i>	Recognize that nonverbal cues influence the meaning of oral communication. <i>C1-2.6</i>
STUDENT PERFORMANCE							
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. <i>C1-3.6</i>
STUDENT PERFORMANCE							
C1-4: Main Points	Identify presenter's main points through discussion. <i>C1-4.k</i>	Identify presenter's main points. <i>C1-4.1</i>	Identify presenter's main points. <i>C1-4.2</i>	Identify presenter's main points. <i>C1-4.3</i>	Identify presenter's main points. <i>C1-4.4</i>	Identify presenter's main points. <i>C1-4.5</i>	Record and summarize key ideas and details from an oral presentation. <i>C1-4.6</i>
STUDENT PERFORMANCE							

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
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	<i>Ask questions to clarify and extend and/or make comments that are appropriate and relevant to the topic.</i> <i>C1-5.3</i>	<i>Ask questions to clarify and extend and/or make comments that are appropriate and relevant to the topic.</i> <i>C1-5.4</i>	<i>Ask questions to clarify and extend and/or make comments that are appropriate and relevant to the topic.</i> <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
STUDENT PERFORMANCE							
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
STUDENT PERFORMANCE							
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
STUDENT PERFORMANCE							

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
C2-3: Visual and Oral Information	<i>Recognize that visual and oral information provide meaning.</i> <i>C2-3.k</i>	<i>Recognize that visual and oral information provide meaning.</i> <i>C2-3.1</i>	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
STUDENT PERFORMANCE							
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
STUDENT PERFORMANCE							
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> <i>D1-1.k</i>	Speak using different types of sentences. D1-1.1	<i>Self-correct errors in grammar and usage when prompted.</i> <i>D1-1.2</i>	<i>Use conventions of standard oral language appropriately</i> (e.g., word choice, vocabulary, grammar, and sentence variety). <i>D1-1.3</i>	<i>Use conventions of standard oral language appropriately</i> (e.g., word choice, vocabulary, grammar, and sentence variety). <i>D1-1.4</i>	<i>Use conventions of standard oral language appropriately</i> (e.g., word choice, vocabulary, grammar, and sentence variety). <i>D1-1.5</i>	Use conventions of standard oral language appropriately (e.g., word choice, vocabulary, grammar, and sentence variety). D1-1.6
STUDENT PERFORMANCE							

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
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
STUDENT PERFORMANCE							
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
STUDENT PERFORMANCE							
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
STUDENT PERFORMANCE							
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
STUDENT PERFORMANCE							

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
STUDENT PERFORMANCE							
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
STUDENT PERFORMANCE							
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
STUDENT PERFORMANCE							