

SIDE-BY-SIDE OF OKLAHOMA PASS STRANDS AND COMMON CORE STATE STANDARDS

RL = Reading and Literature

W = Writing

OLLS = Oral Language, Listening, and Speaking

V = Visual Literacy

RF = Foundational Skills

RL = Literature

W = Writing

RI = Informational Reading

SL = Speaking and Listening

L = Language Standards

THIRD GRADE					
PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
RL	Main	Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.			
RL	1	Standard 1: Phonics/Decoding - The student will apply sound-symbol relationships to decode words.			
RL	1.1	Phonetic Analysis - Apply knowledge of phonetic analysis to decode unknown words (e.g., common letter/sound relationships, consonants, blends, digraphs, vowels, and diphthongs).	RF	3	Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
RL	1.1	Phonetic Analysis - Apply knowledge of phonetic analysis to decode unknown words (e.g., common letter/sound relationships, consonants, blends, digraphs, vowels, and diphthongs).	RF	3.d	Phonics and Word Recognition: Read grade-appropriate irregularly spelled words.
RL	1.2	Structural Analysis - Apply knowledge of structural analysis to decode unknown words (e.g., syllabication rules, affixes, root words, compound words, spelling patterns, contractions, final stable syllables).	RF	3.a	Phonics and Word Recognition: Identify and know the meaning of the most common prefixes and derivational suffixes.
RL	1.2	Structural Analysis - Apply knowledge of structural analysis to decode unknown words (e.g., syllabication rules, affixes, root words, compound words, spelling patterns, contractions, final stable syllables).	RF	3.c	Phonics and Word Recognition: Decode multisyllable words.

PASS			CCSS		
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RL	1.2	Structural Analysis - Apply knowledge of structural analysis to decode unknown words (e.g., syllabication rules, affixes, root words, compound words, spelling patterns, contractions, final stable syllables).	RF	4.c	Vocabulary Acquisition and Use: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
RL	1.2	Structural Analysis - Apply knowledge of structural analysis to decode unknown words (e.g., syllabication rules, affixes, root words, compound words, spelling patterns, contractions, final stable syllables).	RF	3.b	Phonics and Word Recognition: Decode words with common Latin suffixes.
RL	1.3	Apply knowledge of sentence structures and semantics in conjunction with phonics and structural analysis to decode unknown words.	RF	3.d	Phonics and Word Recognition: Read grade-appropriate irregularly spelled words.
RL	2	Standard 2: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.	L	5	Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.
RL	2	Standard 2: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.	L	6	Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
RL	2.1	Words in Context - Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.	RI	4	Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RL	2.1	Words in Context - Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.	RF	4.c	Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RL	2.1	Words in Context - Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.	L	4	Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
RL	2.1	Words in Context - Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.	L	4.a	Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.
RL	2.1	Words in Context - Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.	L	5	Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.

PASS			CCSS		
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RL	2.1	Words in Context - Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.	L	5.a	Vocabulary Acquisition and Use: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
RL	2.2	Affixes - Use prefixes, suffixes, and roots to determine the meaning of words.	RF	3.a	Phonics and Word Recognition: Identify and know the meaning of the most common prefixes and derivational suffixes.
RL	2.2	Affixes - Use prefixes, suffixes, and roots to determine the meaning of words.	L	4	Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
RL	2.2	Affixes - Use prefixes, suffixes, and roots to determine the meaning of words.	L	4.a	Vocabulary Acquisition and Use: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
RL	2.2	Affixes - Use prefixes, suffixes, and roots to determine the meaning of words.	L	5	Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.
RL	2.2	Affixes - Use prefixes, suffixes, and roots to determine the meaning of words.	L	5.a	Vocabulary Acquisition and Use: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
RL	2.3	Synonyms, Antonyms, and Homonyms/Homophones - Determine the meanings of words using knowledge of synonyms, antonyms, homonyms/homophones, and multiple meaning words.	L	4	Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
RL	2.3	Synonyms, Antonyms, and Homonyms/Homophones - Determine the meanings of words using knowledge of synonyms, antonyms, homonyms/homophones, and multiple meaning words.	L	5	Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.
RL	2.3	Synonyms, Antonyms, and Homonyms/Homophones - Determine the meanings of words using knowledge of synonyms, antonyms, homonyms/homophones, and multiple meaning words.	L	5.a	Vocabulary Acquisition and Use: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
RL	2.3	Synonyms, Antonyms, and Homonyms/Homophones - Determine the meanings of words using knowledge of synonyms, antonyms, homonyms/homophones, and multiple meaning words.	L	5.c	Vocabulary Acquisition and Use: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

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RL	2.4	Using Resource Materials - Use word reference materials (glossary, dictionary, thesaurus) to determine the meaning and pronunciation of unknown words.	L	4	Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
RL	2.4	Using Resource Materials - Use word reference materials (glossary, dictionary, thesaurus) to determine the meaning and pronunciation of unknown words.	L	4.d	Vocabulary Acquisition and Use: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
RL	2.4	Using Resource Materials - Use word reference materials (glossary, dictionary, thesaurus) to determine the meaning and pronunciation of unknown words.	L	5	Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.
RL	2.4	Using Resource Materials - Use word reference materials (glossary, dictionary, thesaurus) to determine the meaning and pronunciation of unknown words.	L	5.a	Vocabulary Acquisition and Use: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
RL	3	Standard 3: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.			
RL	3.1	Read regularly in independent-level texts (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate rate, change in voice, and expression.	RF	4	Fluency: Read with sufficient accuracy and fluency to support comprehension.
RL	3.1	Read regularly in independent-level texts (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate rate, change in voice, and expression.	RF	4.b	Fluency: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
RL	3.2	Read regularly in instructional-level texts that are challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader).	RF	4.a	Fluency: Read grade-level text with purpose and understanding.
RL	3.3	Engage in repeated readings of the same text to increase fluency.			
RL	3.4	Accurately and fluently read 300-400 high frequency and/or irregularly spelled words in meaningful texts.			

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RL	3.5	Use punctuation cues (e.g., final punctuation, commas, quotation marks) in text with appropriate phrasing as a as a guide to understand meaning.			
RL	4	Standard 4: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.			
RL	4.1.a	Literal Understanding: Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for third grade.	RL	10	Range of Reading and Complexity of Text: 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
RL	4.1.b	Literal Understanding: Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading.	RL	4	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL	4.1.b	Literal Understanding: Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading.	RL	7	Integration of Knowledge and Ideas: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL	4.1.b	Literal Understanding: Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading.	RI	1	Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL	4.1.b	Literal Understanding: Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading.	RF	4.a	Fluency: Read grade-level text with purpose and understanding.
RL	4.1.c	Literal Understanding: Recall major points in a text and revise predictions about what is read.	RL	1	Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL	4.1.c	Literal Understanding: Recall major points in a text and revise predictions about what is read.	RF	4	Fluency: Read with sufficient accuracy and fluency to support comprehension.

PASS			CCSS		
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RL	4.1.d	Literal Understanding: Show understanding by asking questions and supporting answers with literal information from the text.	RL	1	Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL	4.1.d	Literal Understanding: Show understanding by asking questions and supporting answers with literal information from the text.	RL	5	Craft and Structure: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL	4.1.d	Literal Understanding: Show understanding by asking questions and supporting answers with literal information from the text.	RF	4	Fluency: Read with sufficient accuracy and fluency to support comprehension.
RL	4.1.d	Literal Understanding: Show understanding by asking questions and supporting answers with literal information from the text.	3	1.c	Comprehension and Collaboration: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
RL	4.1.d	Literal Understanding: Show understanding by asking questions and supporting answers with literal information from the text.	L	5.b	Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
RL	4.2.a	Inferences and Interpretation: Make inferences by connecting prior knowledge and experience with information from the text.	L	5.b	Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
RL	4.2.b	Inferences and Interpretation: Interpret text, including lessons or morals depicted in fairytales, fables, etc., and draw conclusions from evidence presented in the text.	RI	2	Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL	4.3.a	Summary and Generalization: Summarize by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction	RI	2	Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.
RL	4.3.b	Summary and Generalization: Make generalizations about a text (e.g., theme of a story or main idea of an informational text).	RL	7	Integration of Knowledge and Ideas: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

PASS			CCSS		
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RL	4.3.b	Summary and Generalization: Make generalizations about a text (e.g., theme of a story or main idea of an informational text).	RI	1	Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL	4.3.c	Summary and Generalization: Analyze the causes, motivations, sequences, and results of events from a text.			
RL	4.4.a	Analysis and Evaluation: Analyze characters including their traits, relationships, feelings, and changes in text.	RL	3	Key Ideas and Details: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL	4.4.a	Analysis and Evaluation: Analyze characters including their traits, relationships, feelings, and changes in text.	RL	6	Craft and Structure: Distinguish their own point of view from that of the narrator or those of the characters.
RL	4.4.b	Analysis and Evaluation: Distinguish between fact and opinion in nonfiction text.		3	
RL	4.4.c	Analysis and Evaluation: Analyze the causes, motivations, sequences, and results of events from a text.	RL	3	Key Ideas and Details: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL	4.4.c	Analysis and Evaluation: Analyze the causes, motivations, sequences, and results of events from a text.	RI	3	Key Ideas and Details: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RL	4.4.c	Analysis and Evaluation: Analyze the causes, motivations, sequences, and results of events from a text.	RI	8	Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RL	4.5.a	*Monitoring and Correction Strategies: Monitor own reading and modify strategies as needed (e.g., recognize when he or she is confused by a section of text, questions whether the text makes sense).			
RL	4.5.b	*Monitoring and Correction Strategies: Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.	RF	4.c	Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PASS			CCSS		
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RL	4.5.c	*Monitoring and Correction Strategies: Clarify meaning by rereading, questioning, and modifying predictions.			
RL	5	Standard 5: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.			
RL	5.1.a	*Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature: Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales and fables).	RL	5	Craft and Structure: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL	5.1.a	*Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature: Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales and fables).	RI	10	Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
RL	5.1.b	*Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature: Read, understand, and discuss a variety of genres.	RL	5	Craft and Structure: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL	5.2.a	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Compare and contrast plots, settings, or characters presented by different authors and the same author of multiple texts.	RL	5	Integration of Knowledge and Ideas: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RL	5.2.a	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Compare and contrast plots, settings, or characters presented by different authors and the same author of multiple texts.	RI	7	Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.

PASS			CCSS		
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RL	5.2.b	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Recognize themes that occur across literary works			
RL	5.2.c	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Figurative Language and Sound Devices - The student will identify figurative language and sound devices in writing and how they affect the development of a literary work.			
RL	6	Standard 6: Research and Information - The student will conduct research and organize information.			
RL	6.1.a	Accessing Information - the student will select the best source for a given purpose: Alphabetize to the third letter			
RL	6.1.b	Accessing Information - the student will select the best source for a given purpose: Use guide words to locate words in dictionaries and topics in encyclopedias.			
RL	6.1.c	Accessing Information - The student will select the best source for a given purpose: Access information from charts, maps, graphs, schedules, directions, and diagrams.	RI	5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RL	6.1.c	Accessing Information - The student will select the best source for a given purpose: Access information from charts, maps, graphs, schedules, directions, and diagrams.	RI	7	Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RL	6.1.d	Accessing Information - The student will select the best source for a given purpose: Use the title page, table of contents, glossary, chapter headings, and index to locate information.	RI	5	Craft and Structure: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

PASS			CCSS		
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RL	6.1.e	Accessing Information - The student will select the best source for a given purpose: Use text formats as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).	RI	5	Craft and Structure: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RL	6.2.a	*Interpreting Information - The student will analyze and evaluate information from a variety of sources: Begin the research process by selecting a topic, formulating questions, and identifying key words.	W	7	Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic.
RL	6.2.b	*Interpreting Information - The student will analyze and evaluate information from a variety of sources: Locate, organize, and synthesize information from a variety of print and nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).	W	8	Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
RL	6.2.c	*Interpreting Information - The student will analyze and evaluate information from a variety of sources: Compile information into summaries of information.	W	8	CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
RL	6.2.d	*Interpreting Information - The student will analyze and evaluate information from a variety of sources: Use text formats as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).			
			RI	6	Craft and Structure: Distinguish their own point of view from that of the author of a text.
			RI	10	Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

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			L	6	Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
W	Main	Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.			
W	1	Standard 1: Writing process. The student will use the writing process to write coherently.	W	4	Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	1.1	Use a variety of prewriting activities such as brainstorming, clustering, illustrating, using graphic organizers, and webbing.	W	4	Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	1.2	Understand and demonstrate familiarity with the writing process and format of main idea.	W	4	Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	1.3	Compose coherent first drafts with clear focus of beginning, middle, and ending.	W	4	Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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W	1.3	Compose coherent first drafts with clear focus of beginning, middle, and ending.	W	5	Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)
W	1.4	Revise drafts, changing or adding details and vivid, descriptive words.	W	5	Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)
W	1.5	Proofread/edit writing, using standard editing marks, with peers or teacher.	W	4	Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	1.5	Proofread/edit writing, using standard editing marks, with peers or teacher.	W	5	Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)
W	1.6	Publish and present writing to peers or adults.	W	4	Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	2	Standard 2: Modes and forms of writing. Communicate through a variety of written forms (modes), for various purposes, and to a specific audience or person.	W	1	Text Types and Purposes: Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.

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W	2	Standard 2: Modes and forms of writing. Communicate through a variety of written forms (modes), for various purposes, and to a specific audience or person.	W	1.a	Text Types and Purposes: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W	2	Standard 2: Modes and forms of writing. Communicate through a variety of written forms (modes), for various purposes, and to a specific audience or person.	W	1.b	Text Types and Purposes: Provide reasons that support the opinion.
W	2	Standard 2: Modes and forms of writing. Communicate through a variety of written forms (modes), for various purposes, and to a specific audience or person.	W	4	Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	2.1	Communicate through a variety of written modes for various audiences and purposes to inform, entertain, describe, persuade, and to reflect.	W	1	Text Types and Purposes: Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.
W	2.1	Communicate through a variety of written modes for various audiences and purposes to inform, entertain, describe, persuade, and to reflect.	W	1.b	Text Types and Purposes: Provide reasons that support the opinion.
W	2.1	Communicate through a variety of written modes for various audiences and purposes to inform, entertain, describe, persuade, and to reflect.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W	2.1	Communicate through a variety of written modes for various audiences and purposes to inform, entertain, describe, persuade, and to reflect.	W	4	Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	2.1	Communicate through a variety of written modes for various audiences and purposes to inform, entertain, describe, persuade, and to reflect.	W	10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W	2.2	Write simple narrative, descriptive, persuasive, and creative paragraphs.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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W	2.2	Write simple narrative, descriptive, persuasive, and creative paragraphs.	W	4	Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	2.3.a	Write descriptive and creative stories and poems about people, places, things, or experiences that: develop a main idea.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W	2.3.a	Write descriptive and creative stories and poems about people, places, things, or experiences that: develop a main idea.	W	3.a	Text Types and Purposes: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W	2.3.a	Write descriptive and creative stories and poems about people, places, things, or experiences that: develop a main idea.	W	3.b	Text Types and Purposes: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W	2.3.a	Write descriptive and creative stories and poems about people, places, things, or experiences that: develop a main idea.	W	4	Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	2.3.b	Write descriptive and creative stories and poems about people, places, things, or experiences that: use details to support the main idea.	W	2.a	Text Types and Purposes: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W	2.3.b	Write descriptive and creative stories and poems about people, places, things, or experiences that: use details to support the main idea.	W	2.b	Text Types and Purposes: Develop the topic with facts, definitions, and details.
W	2.3.b	Write descriptive and creative stories and poems about people, places, things, or experiences that: use details to support the main idea.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	2.3.b	Write descriptive and creative stories and poems about people, places, things, or experiences that: use details to support the main idea.	W	3.a	Text Types and Purposes: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W	2.3.b	Write descriptive and creative stories and poems about people, places, things, or experiences that: use details to support the main idea.	W	3.b	Text Types and Purposes: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W	2.3.b	Write descriptive and creative stories and poems about people, places, things, or experiences that: use details to support the main idea.	W	4	Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	2.3.c	Write descriptive and creative stories and poems about people, places, things, or experiences that: have a clear beginning, middle, and ending.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W	2.3.c	Write descriptive and creative stories and poems about people, places, things, or experiences that: have a clear beginning, middle, and ending.	W	3.d	Text Types and Purposes: Provide a sense of closure.
W	2.3.c	Write descriptive and creative stories and poems about people, places, things, or experiences that: have a clear beginning, middle, and ending.	W	4	Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	2.4	Write informational pieces using one reference source and citing the title and author of the source.	W	4	Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	2.4	Write informational pieces using one reference source and citing the title and author of the source.	W	10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	2.5	Write personal, and formal letters, thank-you notes, and invitations including the date, greeting, body, closing, and signature.			
W	2.6	Write various modes of simple poems.			
W	2.7.a	Write narratives that: provide a context within which an action occurs.	W	4	Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	2.7.b	Write narratives that: include details that develop the plot.	W	4	Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	2.7.c	Write narratives that: provide a clear beginning, middle, and end that includes details that develop around a central idea.			
W	2.8	Use descriptive language such as action verbs, vivid adjectives, and adverbs to make writing interesting.	W	4	Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	3	Standard 3: Grammar/usage and mechanics. The student will demonstrate appropriate practices in writing by applying standard English conventions to the revising and editing stages of writing.			
W	3.1.a	Grammar/Usage: Students are expected to recognize and correctly use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and contractions in their writing: Singular, plural, and possessive forms of nouns	L	1.a	Conventions of Standard English: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.1.a	Grammar/Usage: Students are expected to recognize and correctly use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and contractions in their writing: Singular, plural, and possessive forms of nouns	L	1.c	Conventions of Standard English: Use abstract nouns (e.g., childhood).
W	3.1.b	Grammar/Usage: Students are expected to recognize and correctly use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and contractions in their writing: Common and proper nouns	L	1.c	conventions of Standard English: Use abstract nouns (e.g., childhood).
W	3.1.c	Grammar/Usage: Students are expected to recognize and correctly use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and contractions in their writing: Subjective (Nominative), objective, and possessive pronouns	L	1.b	Conventions of Standard English: Form and use regular and irregular plural nouns.
W	3.1.c	Grammar/Usage: Students are expected to recognize and correctly use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and contractions in their writing: Subjective (Nominative), objective, and possessive pronouns	L	1.c	Conventions of Standard English: Use abstract nouns (e.g., childhood).
W	3.1.c	Grammar/Usage: Students are expected to recognize and correctly use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and contractions in their writing: Subjective (Nominative), objective, and possessive pronouns	L	2.d	Conventions of Standard English: Form and use possessives.
W	3.1.d	Grammar/Usage: Students are expected to recognize and correctly use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and contractions in their writing: Present, past, and future tense verbs	L	1.c	Conventions of Standard English: Use abstract nouns (e.g., childhood).
W	3.1.d	Grammar/Usage: Students are expected to recognize and correctly use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and contractions in their writing: Present, past, and future tense verbs	L	1.f	Conventions of Standard English: Ensure subject-verb and pronoun-antecedent agreement.*

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.1.d	Grammar/Usage: Students are expected to recognize and correctly use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and contractions in their writing: Present, past, and future tense verbs	L	2.d	Conventions of Standard English: Form and use possessives.
W	3.1.e	Grammar/Usage: Students are expected to recognize and correctly use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and contractions in their writing: Regular, irregular, and helping (auxiliary) verbs	L	1.d	Conventions of Standard English: Form and use regular and irregular verbs.
W	3.1.e	Grammar/Usage: Students are expected to recognize and correctly use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and contractions in their writing: Regular, irregular, and helping (auxiliary) verbs	L	1.e	Conventions of Standard English: Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
W	3.1.f	Grammar/Usage: Students are expected to recognize and correctly use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and contractions in their writing: Past participle of verbs	L	1.d	Conventions of Standard English: Form and use regular and irregular verbs.
W	3.1.g	Grammar/Usage: Students are expected to recognize and correctly use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and contractions in their writing: Subject-verb agreement.			
W	3.1.h	Grammar/Usage: Students are expected to recognize and correctly use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and contractions in their writing: Positive, comparative, and superlative adjectives	L	1.f	Conventions of Standard English: Ensure subject-verb and pronoun-antecedent agreement.*
W	3.1.i	Grammar/Usage: Students are expected to recognize and correctly use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and contractions in their writing: Time, place, and manner adverbs	L	1.g	Conventions of Standard English: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
W	3.1.j	Grammar/Usage: Students are expected to recognize and correctly use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and contractions in their writing: Coordinating conjunctions	L	1.h	Conventions of Standard English: Use coordinating and subordinating conjunctions.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.2.a	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Correctly capitalize geographical names, holidays, dates, proper nouns, book titles, titles of respect, sentences, and quotations.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.2.a	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Correctly capitalize geographical names, holidays, dates, proper nouns, book titles, titles of respect, sentences, and quotations.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.2.a	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Correctly capitalize geographical names, holidays, dates, proper nouns, book titles, titles of respect, sentences, and quotations.	L	2.a	Conventions of Standard English: Capitalize appropriate words in titles.
W	3.2.b	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Correctly indent at the beginning of each paragraph.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.2.b	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Correctly indent at the beginning of each paragraph.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.2.b	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Correctly indent at the beginning of each paragraph.	L	2.a	Conventions of Standard English: Capitalize appropriate words in titles.
W	3.2.c	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Observe left and right hand margins.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.2.c	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Observe left and right hand margins.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.2.c	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Observe left and right hand margins.	L	2.a	Conventions of Standard English: Capitalize appropriate words in titles.
W	3.3.a	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Periods in abbreviations and sentence endings (terminal punctuation).	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.b	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Question and exclamation marks.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.c	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Commas in dates, addresses, locations, quotes, introductory words, words in a series, greetings, and closings in a letter.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.c	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Commas in dates, addresses, locations, quotes, introductory words, words in a series, greetings, and closings in a letter.	L	2.b	Conventions of Standard English: Use commas in addresses.
W	3.3.c	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Commas in dates, addresses, locations, quotes, introductory words, words in a series, greetings, and closings in a letter.	L	2.c	Conventions of Standard English: Use commas and quotation marks in dialogue.
W	3.3.d	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Apostrophes in contractions and possessives.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.d	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Apostrophes in contractions and possessives.	L	2.d	Conventions of Standard English: Form and use possessives.

PASS			CCSS		
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W	3.3.e	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Colon in notation of time, formal letter writing, and the introduction of words or concepts in a series, (e.g., bring the following supplies: glue, paper, scissors, etc.)	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.f	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Quotation marks around direct quotations, the titles of individual poems, and short stories.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.f	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Quotation marks around direct quotations, the titles of individual poems, and short stories.	L	2.c	Conventions of Standard English: Use commas and quotation marks in dialogue.
W	3.4.a	Sentence Structure: The student will demonstrate appropriate sentence structure in writing: Correctly write the four basic kinds of sentences (declarative, exclamatory, imperative, and interrogative) with terminal punctuation.	L	1.i	Conventions of Standard English: Produce simple, compound, and complex sentences.
W	3.4.b	Sentence Structure: The student will demonstrate appropriate sentence structure in writing: Begin to use simple, compound, and complex sentences appropriately in writing.	L	1.i	Conventions of Standard English: Produce simple, compound, and complex sentences.
W	3.5.a	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Demonstrate recall of spelling patterns (e.g., grapheme or blend), consonant doubling (e.g., bat + ed = batted), changing the ending of a word from -y to -ies when forming the plural (e.g., carry = carries), and common homophones (e.g., hair/hare).	L	2.f	Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

PASS			CCSS		
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W	3.5.a	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Demonstrate recall of spelling patterns (e.g., grapheme or blend), consonant doubling (e.g., bat + ed = batted), changing the ending of a word from -y to -ies when forming the plural (e.g., carry = carries), and common homophones (e.g., hair/hare).	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.5.a	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Demonstrate recall of spelling patterns (e.g., grapheme or blend), consonant doubling (e.g., bat + ed = batted), changing the ending of a word from -y to -ies when forming the plural (e.g., carry = carries), and common homophones (e.g., hair/hare).	L	2.e	Conventions of Standard English: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
W	3.5.b	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell phonetically regular multisyllabic words, contractions, and compounds.	L	2.f	Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
W	3.5.b	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell phonetically regular multisyllabic words, contractions, and compounds.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.5.c	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Increase the number of high frequency words spelled correctly.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.5.c	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Increase the number of high frequency words spelled correctly.	L	2.e	Conventions of Standard English: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
W	3.5.d	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell words ending in -tion and -sion correctly.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.5.e	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Use various sources of materials to check and correct spelling.	L	2.g	Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
W	3.5.e	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Use various sources of materials to check and correct spelling.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	6.a	Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process: use handwriting/penmanship to copy and/or compose text using correct formation of letters.			
W	6.b	Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process: use correct spacing of letters and words in manuscript and cursive writing.			
Olls	Main	Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.			
Olls	1	*Standard 1: Listening: The student will listen for information and for pleasure.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Olls	1.1	Listen critically for information and incorporate the information into other activities.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Olls	1.2	Listen actively for pleasure and respond appropriately.	SL	2	Comprehension and Collaboration: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Olls	1.2	Listen actively for pleasure and respond appropriately.	SL	3	Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Olls	1.2	Listen actively for pleasure and respond appropriately.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	2	*Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OLLS	2.1	Speak articulately and audibly using appropriate grammar, enunciation, and volume.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OLLS	2.1	Speak articulately and audibly using appropriate grammar, enunciation, and volume.	L	3.b	Knowledge of Language: Recognize and observe differences between the conventions of spoken and written standard English.
OLLS	2.1	Speak articulately and audibly using appropriate grammar, enunciation, and volume.	SL	4	Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
OLLS	2.1	Speak articulately and audibly using appropriate grammar, enunciation, and volume.	SL	6	Presentation of Knowledge and Ideas: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)
OLLS	2.1	Speak articulately and audibly using appropriate grammar, enunciation, and volume.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OLLS	2.2.a	Make brief narrative (story) presentations that: provide a context for an event that is the subject of the presentation.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OLLS	2.2.a	Make brief narrative (story) presentations that: provide a context for an event that is the subject of the presentation.	SL	4	Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
OLLS	2.2.a	Make brief narrative (story) presentations that: provide a context for an event that is the subject of the presentation.	SL	5	Presentation of Knowledge and Ideas: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
OLLS	2.2.b	Make brief narrative (story) presentations that: provide insight into why the selected event should be of interest to the audience.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	2.2.b	Make brief narrative (story) presentations that: provide insight into why the selected event should be of interest to the audience.	SL	4	Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
OLLS	2.2.b	Make brief narrative (story) presentations that: provide insight into why the selected event should be of interest to the audience.	SL	5	Presentation of Knowledge and Ideas: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
OLLS	2.2.c	Make brief narrative (story) presentations that: include well-chosen details to develop characters, setting, and plot.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OLLS	2.2.c	Make brief narrative (story) presentations that: include well-chosen details to develop characters, setting, and plot.	SL	4	Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
OLLS	2.3	Plan and present dramatic interpretations of experiences, stories, poems, or plays.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OLLS	2.3	Plan and present dramatic interpretations of experiences, stories, poems, or plays.	L	3.a	Knowledge of Language: Choose words and phrases for effect.*
OLLS	2.4	Organize ideas chronologically (in the order they happened) or around major points of information.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OLLS	2.4	Organize ideas chronologically (in the order they happened) or around major points of information.	SL	6	Presentation of Knowledge and Ideas: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)
OLLS	2.5	Use clear and specific vocabulary to communicate ideas and establish the tone of the message.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OLLS	2.6	Provide a clear beginning, middle, and end when making oral presentations and include details that develop a central idea.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	3	Standard 3: Group Interaction - The student will use effective communication strategies in pairs and small group context.			
OLLS	3.1	Show respect and consideration for others in verbal and physical communication.	SL	1	Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
OLLS	3.1	Show respect and consideration for others in verbal and physical communication.	SL	1.b	Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OLLS	3.1	Show respect and consideration for others in verbal and physical communication.	SL	3	Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
OLLS	3.2	Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.	SL	1	Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
OLLS	3.2	Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.	SL	1.a	Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OLLS	3.2	Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.	SL	1.d	Comprehension and Collaboration: Explain their own ideas and understanding in light of the discussion.
V	Main	Visual Literacy: The student will interpret, evaluate, and compose visual messages.			

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
V	1	Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.			
V	1.1	Distinguish fact, opinion, and fiction in print and nonprint media in literature and advertising.			
V	1.2	Interpret and describe important events and ideas gathered from maps, charts, and graphics.			
V	2	Standard 2: Evaluate Media- The student will evaluate visual and electronic media, such as film, as they compare with print messages.			
V	2.1	Make connections between illustrations and print.			
V	2.2	Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations			
V	2.3	Listen to, view, or read stories which tell of characters in American and other cultures.			
V	3	Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.			