

Prekindergarten - 4th Grade ELA Standards-1st Draft for Steering Committee Review

| 1. Speaking and Listening | | | | | |
|--|--|---|--|---|--|
| Students will develop and apply effective communication skills through speaking and active listening. | | | | | |
| Reading / Listening | | | | | |
| Learning Outcome | | | | | |
| PreK | K | 1st | 2nd | 3rd | 4th |
| <p><u>Learning Outcome:</u> Listen actively and contribute to a small or large group conversation.</p> | <p><u>Learning Outcome:</u> Listen actively and communicate effectively with a variety of audiences for different purposes.</p> | <p><u>Learning Outcome:</u> Listen actively and communicate effectively with a variety of audiences for different purposes.</p> | <p><u>Learning Outcome:</u> Listen actively to communicate effectively with a variety of audiences for different purposes.</p> | <p><u>Learning Outcome:</u> Listen actively to communicate effectively with a variety of audiences for different purposes.</p> | <p><u>Learning Outcome:</u> Listen actively to communicate effectively with a variety of audiences for different purposes.</p> |
| Listening and Understanding | | | | | |
| Develop and Apply Active Listening and Understanding of Communication Skills | | | | | |
| <p>a. With guidance and support, ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>b. With guidance and support, ask appropriate questions about what a speaker says.</p> | <p>a. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>b. Ask appropriate questions about what a speaker says.</p> | <p>a. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>b. Ask and answer questions about what a speaker says to clarify something that is not understood.</p> | <p>a. Determine the purpose for listening and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>b. Ask and answer questions about what a speaker says to clarify comprehension, gather information, or</p> | <p>a. Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>b. Ask and answer questions about information from a speaker, offering appropriate</p> | <p>a. Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>b. Identify and use evidence a speaker provides to support particular points.</p> |

Comment [01]: Combine foundational with the standards...too difficult to go back and forth...New teachers may view separation of bands as an attempt to separate instruction - - it needs to be integrated...I would like to see the Research/Commentary column that's on the 5-12 Standards included on this document.

Are these minimum standards?

See comment about fracturing of curriculum by division of RW and RL skills on foundational packet.

I like being able to see the outcomes build from grade to grade.

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| | | | deepen understanding of a topic or issue. | elaboration and detail. | |
| Writing / Speaking | | | | | |
| Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations. | | | | | |
| PreK | K | 1st | 2nd | 3rd | 4th |
| Discussion and Collaboration | | | | | |
| Develop and apply reciprocal communication skills by participating in a range of discussions. | | | | | |
| <p>a. Participate in collaborative conversations about pre kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>b. Follow agreed-upon rules for discussions.</p> <p>c. Begin to ask questions to seek help, get information, or clarify something that is not understood.</p> <p>d. Continue a conversation through multiple exchanges.</p> | <p>a. Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>b. Follow agreed-upon rules for discussions</p> <p>c. Ask questions to seek help, get information, or clarify something that is not understood.</p> <p>d. Continue a conversation through multiple exchanges.</p> | <p>a. Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>b. Follow agreed-upon rules for discussions.</p> <p>c. Ask questions to clarify information about topics and texts under discussion.</p> <p>d. Build on conversation by responding to the comments of others through multiple exchanges.</p> | <p>a. Participate in collaborative conversations about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>b. Follow agreed-upon rules for discussions.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>d. Build on conversation by linking comments to the remarks of others.</p> | <p>a. Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>b. Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.</p> <p>c. Ask questions to check for understanding of information presented, stay on topic, and link comments to the</p> | <p>a. Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>b. Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others</p> <p>d. Review the key ideas expressed and explain</p> |

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| | | | | remarks of others. d. Explain personal ideas and understanding in reference to the discussion. | personal ideas in reference to the discussion. |
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Oral Presentation of Knowledge and Ideas
Develop and apply speaking skills to communicate ideas effectively in a variety of situations.

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| <p>a. Orally describe personal interests or tell stories to classmates.</p> <p>b. With guidance and support, speak audibly and express thoughts, feelings, and ideas clearly.</p> | <p>a. Orally describe personal interests, tell stories, or recite poems, facing the audience and speaking clearly.</p> <p>b. Speak audibly and express thoughts, feelings, and ideas clearly.</p> | <p>a. Orally explain personal interests, tell stories, or recite poems, speaking clearly with adequate volume and keeping eye contact with the audience.</p> <p>b. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> | <p>a. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>b. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> | <p>a. 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.</p> <p>b. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.</p> | <p>a. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>b. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.</p> |
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2. Reading Process / Writing Process

Reading
Students will read increasingly more complex texts fluently to create meaning.

Learning Outcomes

| PreK | K | 1st | 2nd | 3rd | 4th |
|--|---|---|--|---|---|
| Learning Outcome: With guidance and support, students will begin to understand and apply knowledge of foundational reading skills during reading events. | Learning Outcome: With guidance and support, students will understand and apply knowledge of components of reading during reading events. | Learning Outcome: Students will understand and apply the components of reading by continuing to build foundational reading skills and applying those skills during reading. | Learning Outcome: Students will understand and apply the components of reading to continue to develop fluency and comprehension while reading and writing. | Learning Outcome: Students will continue to apply reading skills and strategies to continue developing fluency and comprehension while reading and writing. | Learning Outcome: Students will continue to apply reading skills and strategies to continue developing fluency and comprehension while reading and writing. |

Phonological Awareness
Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds.

Please refer to the Foundational Reading section for details of Phonological Awareness Standards.

Print Concepts
Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories.

Please refer to the Foundational Reading and Writing section for details of Print Concepts Standards.

Decoding; Phonics, Word Recognition and Structural Analysis
Students will recognize sight words and decode and read words by applying phonics and word analysis skills.

Please refer to the Foundational Reading section for details of the Decoding: Phonics, Word Recognition and Structural Analysis Standards.

Fluency
Fluency is accurate reading at an appropriate rate for the text with appropriate expression to aid understanding.

| PreK | K | 1st | 2nd | 3rd | 4th |
|--|--|---|---|---|---|
| Standards in this category begin in first grade. | Standards in this category begin in first grade. | a. Students will orally read grade-appropriate text at an | a. Students will orally read grade-appropriate text at an | a. Students will orally read grade-appropriate text at an | a. Students will orally read grade-appropriate text at an appropriate |

Comment [02]: Please consider embedding the foundational skills into this document so that it doesn't seem separate or fragmented.

Comment [03]: Are these written as what will be measured? Many Pre-K & K students are pre-reading – reading - -dismissing fluency could be an issue.

Comment [04]: Enrichment standard; see First grade

Comment [05]: Enrichment standard; see First grade

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| | | appropriate rate smoothly and accurately with expression that connotes comprehension at the independent level. | appropriate rate smoothly and accurately with expression that connotes comprehension at the independent level. | appropriate rate smoothly and accurately with expression that connotes comprehension at the independent level. | rate smoothly and accurately with expression that connotes comprehension at the independent level. |
| Comprehension | | | | | |
| PreK | K | 1st | 2nd | 3rd | 4th |
| a. With adult guidance, use prereading skills and strategies. | a. Students will use prereading skills and strategies. | a. Students will use prereading skills and strategies with literary, informational and digital texts and/or media. | a. Students will use prereading skills and strategies with literary, informational and digital texts and/or media. | a. Students will use prereading skills and strategies with literary, informational and digital texts and/or media. | a. Students will use prereading skills and strategies with literary, informational and digital texts and/or media. |
| a. With adult guidance and support apply comprehension skills and strategies during and after reading: *continue to make and confirm/modify predictions. *ask and answer questions. *tell what is happening in a picture or illustration. *retell or reenact major events in a story. *identify characters in a | a. Students will apply comprehension skills and strategies during reading: *continue to make and confirm/modify predictions. *ask and answer questions. *tell what is happening in a picture or illustration. *retell or reenact major events in a story. *identify characters | a. Students will apply comprehension skills and strategies during reading: *continue to make and confirm/modify predictions. *ask and answer questions about characters, setting and events in the story. *use the illustrations and texts to describe characters, setting and what is happening in a story. | a. Students will apply comprehension skills and strategies during reading: *continue to make and confirm/modify predictions. *ask and answer questions about who, what, where, when, how and why to demonstrate understanding and clarify details in the text. *tell what is happening in a picture or illustration. | a. Students will apply comprehension skills and strategies during reading: *continue to make and confirm/modify predictions. *ask and answer questions, referring to the text to answer questions *demonstrate their understanding that the illustrations support the character and plot development *identify and describe | a. Students will apply comprehension skills and strategies during reading: *continue to make and confirm/modify predictions. *ask and answer questions, using the text to support answers from the text and answers that must be inferred. *explain how the illustrations support aspects of the text. *identify characters in a story and how their |

Comment [06]: Might change language to address students who are emerging readers

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| <p>story.</p> <p>*sequence events of a literary or nonfiction text.</p> <p>*connects information and events to real life when being read a literary, information, or digital text.</p> <p>*respond to text.</p> | <p>in a story.</p> <p>*sequence events of a literary or nonfiction text.</p> <p>*connects information and events to real life when being read a literary, information, or digital text.</p> <p>*respond to text.</p> | <p>*retell or reenact major events in a story, including important details.</p> <p>*identify and describe characters in a story.</p> <p>*identify who is telling the story in the text.</p> <p>*sequence events of a literary or nonfiction text.</p> <p>*connects information and events to real life when being read a literary, information, or digital text.</p> <p>*respond to text.</p> <p>*With guidance and support, students will begin to monitor their reading and apply fix up strategies when necessary.</p> | <p>*retell or reenact major events in a story.</p> <p>*identify characters in a story and explain how they react to events in the text.</p> <p>*sequence events of a literary or nonfiction text</p> <p>*connects information and events to real life when being read a literary, information, or digital text.</p> <p>*respond to text.</p> <p>*Students will monitor their reading and apply fix up strategies when necessary.</p> | <p>characters and how their actions affect the events in the text</p> <p>*identify the point of view of the narrator</p> <p>*connects information and events to real life when being read a literary, information, or digital text.</p> <p>*respond to text.</p> <p>*Students will monitor their reading and apply fix up strategies when necessary.</p> | <p>motives and actions affect the plot of the story.</p> <p>*connects information and events to real life when being read a literary, information, or digital text.</p> <p>*respond to text.</p> <p>*Students will monitor their reading and apply fix up strategies when necessary.</p> |
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Comment [07]: Continue grade level headers on each page.

Comment [08]: What is a "fix up" strategy?

Writing Process
Students will communicate clearly through writing.

Handwriting
Students will write legibly.

Please see the Foundational Reading and Writing Skills section for handwriting expectations.

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|-------------|----------|------------|------------|------------|------------|
| PreK | K | 1st | 2nd | 3rd | 4th |
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| | | a. With guidance and support, students will write using the process of prewriting, drafting, revising, editing, and, when appropriate, publishing. | a. Students will write using the process of prewriting, drafting, revising, editing, and, when appropriate, publishing. | a. Students will write using the process of prewriting, drafting, revising, editing, and, when appropriate, publishing. | a. Students will write using the process of prewriting, drafting, revising, editing, and, when appropriate, publishing. |
| 3. Vocabulary | | | | | |
| Reading | | | | | |
| Students will build and apply vocabulary using various strategies to understand words while reading. | | | | | |
| Learning Outcomes | | | | | |
| <u>Learning Outcome:</u> Begin to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Pre-Kindergarten content. | <u>Learning Outcome:</u> Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary. | <u>Learning Outcome:</u> Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary. | <u>Learning Outcome:</u> Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary. | <u>Learning Outcome:</u> Build and use accurately conversational, general academic, and content- specific words and phrases. | <u>Learning Outcome:</u> Build and use accurately general academic and content- specific words and phrases. |
| PreK | K | 1st | 2nd | 3rd | 4th |
| a. With guidance and support, develops an awareness of context clues and text features that may be used to infer the meaning of unknown words. | a. With guidance and support, develops an awareness of context clues and text features that may be used to infer the meaning of unknown | a. Students will demonstrate use of decoding skills and context to identify new words in a text and text features to help determine the | a. Students will demonstrate use of decoding skills to identify new words use context clues and text features to help determine meaning of | a. Students will use decoding skills to identify new words, context clues and text features to help determine meaning of unknown words. | a. Students will use decoding skills to identify new words, context clues and text features to determine meaning of unknown words. b. Students will identify |

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| <p>b. With guidance and support, students will sort familiar objects into categories based on a common attribute</p> <p>c. With guidance and support, students will acquire new academic and content- specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p> <p>d. With guidance and support students will recognize that authors use words to provide rhythm and meaning in a story, poem, or song.</p> | <p>words.</p> <p>b. Students will Identify and sort pictures of objects into categories based on a common attributes</p> <p>c. Students will use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</p> <p>d. Students will acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p> <p>e. Students will recognize that authors use words to provide rhythm and meaning in a story, poem, or song.</p> | <p>meaning of unknown words.</p> <p>b. Students will identify and sort words into categories</p> <p>c. Students will identify common root words, and their inflectional forms.</p> <p>d. Students will acquire new academic and content- specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p> <p>e. Students will begin to recognize that authors use words to provide rhythm and meaning in a story, poem, or song.</p> | <p>unknown words.</p> <p>b. Students will identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words.</p> <p>c. Students will use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.</p> <p>d. Students will acquire new academic and content- specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p> <p>e. Students will recognize that authors use words to provide rhythm and meaning in a story, poem, or song.</p> | <p>b. Students will identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words.</p> <p>c. Students will use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.</p> <p>d. Students will acquire new academic and content- specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p> <p>e. Students will determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language.</p> | <p>relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.</p> <p>c. Students will apply knowledge of word structure elements, known words, and word patterns to determine meaning.</p> <p>d. Students will acquire new academic and content- specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p> <p>e. Students will determine how words and phrases provide meaning to works of literature, including figurative language.</p> |
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Writing
Students will build vocabulary strategies and apply those strategies while writing.

| PreK | K | 1st | 2nd | 3rd | 4th |
|---|---|---|---|---|---|
| a. Students will produce and expand complete sentences in shared language activities. | a. Students will produce and expand complete sentences in shared language activities. | a. Students will use grammatically correct language and grade-level specific vocabulary to communicate ideas. | a. Students will use grammatically correct language and grade-level specific vocabulary to communicate ideas. | a. Students will use grammatically correct language and grade-level specific vocabulary to communicate ideas. | a. Students will use grammatically correct language and grade-level specific vocabulary to communicate ideas. |

4. Critical Reading & Critical Writing

Reading

Students will comprehend, interpret, evaluate and respond to a variety of texts of all genres.

| PreK | K | 1st | 2nd | 3rd | 4th |
|--|--|--|--|--|--|
| This category of standards begins in kindergarten. | <p>a. With guidance and support, students will identify the author's purpose.</p> <p>b. With guidance and support, students will ask questions to extend their understanding of a topic.</p> | <p>a. Students will identify the author's purpose.</p> <p>b. Students will ask questions to extend their own understanding of a topic.</p> | <p>a. Students will identify the author's purpose.</p> <p>b. Students will ask questions to extend their own understanding of a topic.</p> | <p>a. Students will identify the author's purpose.</p> <p>b. With guidance and support, students will identify the moral or theme of a story.</p> <p>c. Students will compare their own point of view with that of the narrator or characters in a text.</p> <p>d. Students will ask questions to extend their own understanding of a topic.</p> | <p>a. Students will identify the author's purpose.</p> <p>b. Students will determine the theme of a story, drama or poem.</p> <p>c. Students will compare/contrast characters, events, themes, point of view and styles of multiple texts.</p> <p>d. Students will ask questions to extend their own understanding of a topic.</p> |

Writing

| PreK | K | 1st | 2nd | 3rd | 4th |
|--|--|--|---|--|---|
| This category of standards begins in second grade. | This category of standards begins in second grade. | This category of standards begins in second grade. | a. Students will express their opinion about a text clearly in their writing. | a. Students will write a coherent text in response to reading using information from the text(s) to support their opinions and conclusions. | a. Students will produce a coherent text in response to reading using information from the text(s) to support their opinions and conclusions. |
| 5. Language | | | | | |
| Reading | | | | | |
| PreK | K | 1st | 2nd | 3rd | 4th |
| Standards in this category begin in first grade. | Standards in this category begin in first grade. | a. Students will expand simple and compound sentences. | a. Students will understand the functions of different types (e.g., action, linking) and tenses of verbs. | a. Students will understand the function of nouns, pronouns, verbs, adjectives, and adverbs, and their functions in particular sentences. b. Students will use verb tense to identify setting, times and sequences in text. | a. Students will use verb tense to identify setting, times, sequences and conditions in text. |
| Writing | | | | | |
| PreK | K | 1st | 2nd | 3rd | 4th |
| Standards in this category begin in kindergarten. | a. With guidance and support, students will compose simple, grammatically correct sentences. | a. Students will compose simple, grammatically correct sentences, with proper mechanics. | a. Students will compose grammatically correct sentences with proper mechanics. | a. Student will compose grammatically correct sentences, with proper mechanics. | a. Students will compose grammatically correct sentences, with proper mechanics. b. Students will write |

Comment [O9]: I don't agree with this at all; This process can begin at Pre-K...at least through discussion
Enrichment Standards; see First grade

Comment [O10]: Establish skills that lead into First grade...expectations
Enrichment standards; see First grade

Comment [O11]: Again, establish skills here that lead into Kindergarten

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| | <p>b. With guidance and support, students will write sentences that:</p> <p>*use common nouns and verbs.</p> <p>*include plurals of common nouns.</p> | <p>b. Students will write sentences that:</p> <p>*include common, proper, singular and plural nouns and personal pronouns.</p> <p>*use verbs to convey a sense of past, present, and future.</p> <p>*use frequently occurring adjectives.</p> <p>*use frequently occurring conjunctions.</p> | <p>b. Students will write sentences that include:</p> <p>*common, proper, possessive, and collective nouns, and personal and possessive nouns.</p> <p>*include past tense or irregularly past tense verbs.</p> | <p>b. Students will write sentences that include:</p> <p>*abstract nouns.</p> <p>*correct forms of regular and irregular plural nouns.</p> <p>*regular and irregular verbs.</p> <p>*correctly formed simple verb tenses.</p> | <p>sentences that include:</p> <p>*relative pronouns and reflexive pronouns and explaining their function in the sentence.</p> <p>*correct form of progressive verbs.</p> <p>*correct forms of commonly confused words.</p> <p>c. Students will recognize and correct incomplete sentences.</p> |
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6. Research

Reading

| PreK | K | 1st | 2nd | 3rd | 4th |
|--|---|--|--|--|--|
| <p>a. With guidance and support, students will list topics of interest about preschool and decide who can answer their questions.</p> | <p>a. With guidance and support, students will generate topics of interest about their school or community and decide who can answer their questions.</p> <p>b. Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic</p> | <p>a. Students will generate questions about their community.</p> <p>b. Students will decide who can answer questions about their topic or what resources they will need to find the information.</p> <p>c. Students will consult local experts to locate or gather</p> | <p>a. Students generate a list of topics of interest and individual questions about one specific topic of interest.</p> <p>b. Students will use their own questions to find information on their topic.</p> <p>c. Students will identify the location and purpose of various visual and</p> | <p>a. Students will generate a list of topics of interest and their individual questions about one specific topic of interest.</p> <p>b. Students will locate information in reference texts, electronic resources, or through interviews</p> <p>c. Students will determine the</p> | <p>a. Students will generate a viable research question about a specific topic.</p> <p>b. Students will use organizational features of print and digital sources efficiently to locate further information.</p> <p>c. Students will determine the accuracy of the information gathered.</p> |

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| | of interest. | information. *Students will organize information found during group or individual research, using graphic organizers or other aids. | text reference source. *With guidance and support, students will determine the accuracy and relevance of the information for their specific topic of interest. | accuracy and relevance of the information for their specific topic of interest. | |
| Writing | | | | | |
| PreK | K | 1st | 2nd | 3rd | 4th |
| Standards in this category begin in kindergarten. | a. Students will talk about information learned in print. | a. Students will make informal presentations of information gathered. | a. Students will use quotation marks to denote direct quotations when recording specific words and sentences from a source. b. Students will summarize and present their information in written and oral reports or display. | a. Students will record relevant information in their own words. b. Students will organize and present the information in a report or annotated display. | a. Students will summarize and organize information using a variety of tools. b. Students will record pertinent source and follow an established format. c. Students will cite all quoted words, introducing them in one's own words, and identify sources for illustrations, graphs, or film clips copied or imported from print or digital sources. d. Students will present the research project and evaluate how completely, accurately, and efficiently the major research question was |

Comment [O12]: Enrichment standard; see Kindergarten

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| | | | | | explored or answered. |
| 7. Multiple Literacies | | | | | |
| Reading | | | | | |
| PreK | K | 1st | 2nd | 3rd | 4th |
| <p>a. With guidance and support, students will use provided print and digital resources to gather information and answer questions.</p> <p>b. With guidance and support, students will become familiar with multiple formats of print and digital text.</p> | <p>a. With guidance and support, students will use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information.</p> <p>b. Students will use multiple formats of print and digital text.</p> | <p>a. With guidance and support, students will use provided print and digital resources to gather information, answer questions, and demonstrate understanding of information.</p> <p>b. Students will use multiple formats of print and digital text.</p> | <p>a. With guidance and support, students will locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.</p> <p>b. Students will use multiple formats of print and digital text.</p> | <p>a. Students will locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.</p> <p>b. Students will use multiple formats of print and digital text.</p> | <p>a. Students will locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.</p> <p>b. Students will use multiple formats of print and digital text.</p> |
| Writing | | | | | |
| PreK | K | 1st | 2nd | 3rd | 4th |
| <p>a. With guidance and support, students will practice safe behaviors when communicating and interacting with others digitally.</p> <p>b. With guidance and support, students will use appropriate digital tools to communicate with others.</p> | <p>a. With guidance and support, students will practice safe behaviors when communicating and interacting with others digitally.</p> <p>b. With guidance, students will use appropriate digital tools to communicate with others.</p> | <p>a. With guidance and support, students will demonstrate appropriate use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source.</p> <p>b. With guidance and support, students will practice safe</p> | <p>a. With guidance and support, students will demonstrate appropriate use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source.</p> <p>b. Students will practice safe and ethical behaviors when communicating and</p> | <p>a. With guidance and support, students will demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source.</p> <p>b. Students will practice safe and ethical behaviors when communicating and interacting with others</p> | <p>a. Students will demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources.</p> <p>b. Students will practice safe and ethical behaviors when communicating and interacting with others digitally.</p> |

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|--|--|---|--|--|--|
| | | behaviors when communicating and interacting with others digitally. c. Students will use appropriate digital tools to communicate with others for conveying information, gathering opinions, and solving problems. | interacting with others digitally. c. Students will use appropriate digital tools to communicate with others for conveying information, gathering opinions, and solving problems. | digitally. c. Students will use appropriate digital tools to communicate with others for conveying information, gathering opinions, and solving problems. | c. Students will use appropriate digital tools to communicate with others for conveying information, gathering opinions, and solving problems. |
|--|--|---|--|--|--|

8. Independent Reading and Writing

Reading

| PreK | K | 1st | 2nd | 3rd | 4th |
|--|--|--|--|--|--|
| a. Students will demonstrate interest in books during read alouds and shared reading, and interact independently with books. | a. Students will demonstrate interest in books during read alouds and shared reading, and interact independently with books. | a. Students will read independently for pleasure and information for extended periods of time. Students will select appropriate texts for specific purposes. | a. Students will read independently for pleasure and information for extended periods of time. Students will select appropriate texts for specific purposes. | a. Students will read independently for pleasure and information for extended periods of time. Students will select appropriate texts for specific purposes. | a. Students will read independently for pleasure and information for extended periods of time. Students will select appropriate texts for specific purposes. |

Writing

| PreK | K | 1st | 2nd | 3rd | 4th |
|--|--|---|---|---|--|
| a. With adult guidance and support, students will participate in writing activities for increasingly extended periods of time. | a. With adult guidance and support, students will participate in writing activities for increasingly extended periods of | a. Students will write independently for pleasure and information for extended periods of time. | a. Students will write independently for pleasure and information for extended periods of time. Students will vary their modes of | a. Students will write independently for pleasure and information for extended periods of time. Students will vary their modes of | a. Students will write independently for pleasure and information for extended periods of time. Students will vary their modes of expression to suit |

| | | | | | |
|--|-------|--|---------------------------------------|---------------------------------------|--------------------|
| | time. | | expression to suit audience and task. | expression to suit audience and task. | audience and task. |
|--|-------|--|---------------------------------------|---------------------------------------|--------------------|