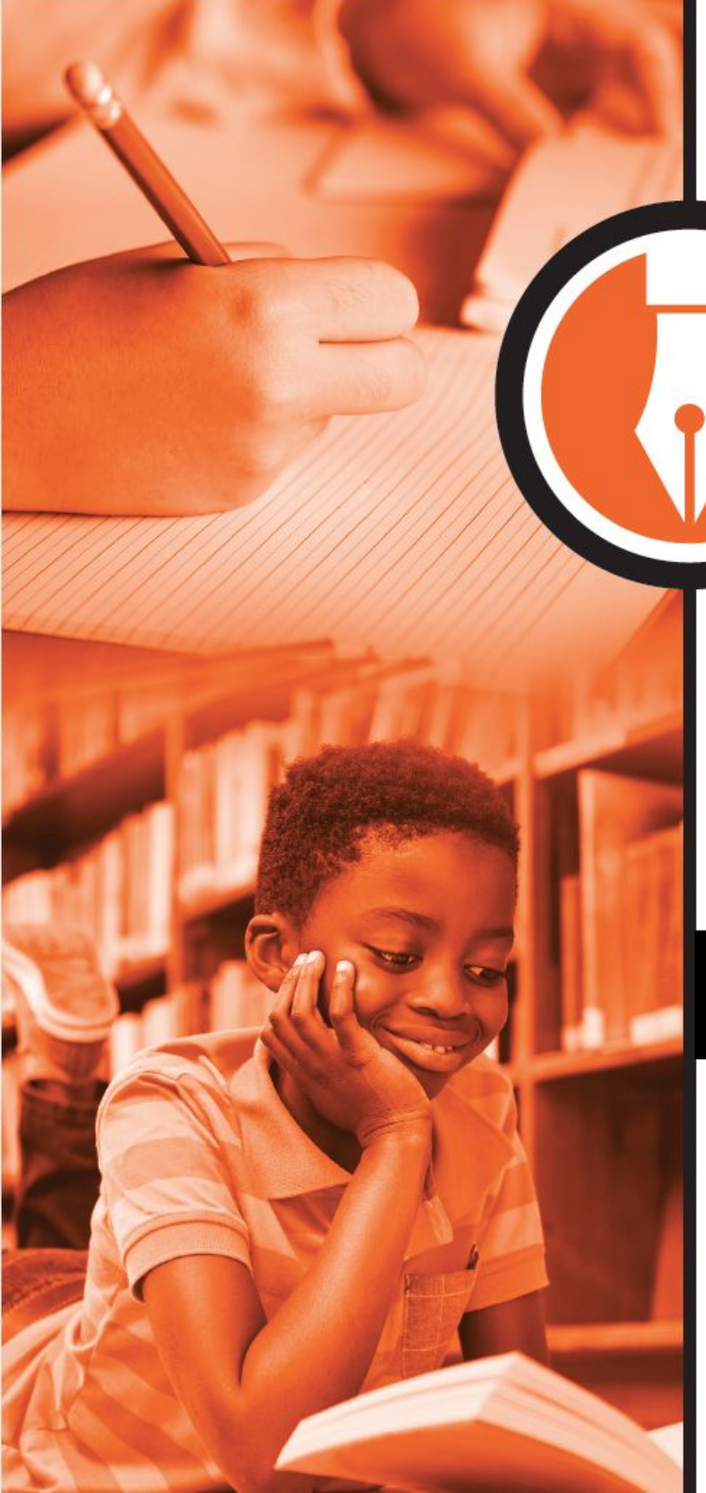

Oklahoma Academic Standards

ENGLISH LANGUAGE ARTS

Vertical Progressions, Grades PK–5

OKLAHOMA Education

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Vertical Progressions, Grades Pre-K–5 Introduction

When the 2021 Oklahoma Academic Standards for English Language Arts were revised, one of the major shifts was to group the objectives by individual grade level rather than grade band to provide educators with an easily accessible list of skills for the learners in their charge. With this new format, educators still needed an additional resource that would show the progression of skills from grade to grade. These vertical progressions are available in three different groups: elementary (PK–Grade 5), middle grades (Grades 3–8), and secondary (Grades 6–12). This collection of documents allows educators to track when a skill is introduced, how it changes from grade to grade, and in some instances when mastery should occur.

The document is organized by standard, with the reading strand occurring first, followed by the writing strand. Objectives in each strand appear in numerical order. If a skill is repeated in more than one grade, the objective code will include all the grades and a hyphen. For example, a Standard 3 reading objective that is the same for grades 3 and 4 is shown as 3-4.3.R.2 in the chart. Additionally, merged cells in the chart indicate that an objective remains the same from grade to grade. (See the third row of the sample table to the right.)

Although English language arts is normally recursive in nature and skills are often repeated from grade to grade, some skills, including foundational literacy objectives, need to be mastered and will not appear in later grades. On the other hand, earlier grades will not always include a particular skill because it is more advanced and begins in later grades. Therefore, when an objective does not exist for a particular grade or grades, an explanation is given in a gray box. (See the fourth row of the sample table to the right.)

Grade 3	Grade 4
3.3.R.1 Students will determine if the author's purpose is to entertain, inform, or persuade.	**4.3.R.1** Students will determine the author's purpose (i.e., entertain, inform, persuade) by identifying key details.
3-4.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.	
These objectives do not exist in Grades 3-5.	

Sample Table

Teachers and school districts can use these progressions to plan vertically, to identify a student's skill level on a continuum, and to track the evolution of a particular skill. Ideally, elementary teachers will not only examine the Grades Pre-K–5 vertical progression but will also examine the Grades 6-12 vertical progression, and vice versa. Doing so will give teachers a deeper understanding of the standards and provide a more comprehensive view of the expectations for English language arts in Oklahoma.

Visit the ELA Standards page at sde.ok.gov/ela-standards for more standards resources:

- Complete Standards Document
- Appendix
- Elementary & Secondary Crosswalks

Standard 1: Listening and Speaking

Students will listen and speak effectively in a variety of situations.

Listening Students will develop and apply effective communication skills through active listening.						
Pre-K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
PK.1.L.1 Students will actively listen using agreed-upon rules with prompting.	**K.1.L.1** Students will actively listen using agreed-upon discussion rules with prompting.	**1-4.1.L.1** Students will actively listen using agreed-upon discussion rules.				**5.1.L.1** Students will actively listen using agreed-upon discussion rules with awareness of verbal and nonverbal cues.
PK.1.L.2 Students will follow simple one-step oral directions.	**K.1.L.2** Students will follow simple one- and two-step oral directions.	**1.1.L.2** Students will follow simple two- and three-step oral directions.	**2.1.L.2** Students will follow multi-step oral directions.	**3-5.1.L.2** Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.		
Speaking Students will develop and apply effective communication skills to share ideas through speaking.						
PK-K.1.S.1 Students will work respectfully with peers with prompting.		**1.1.S.1** Students will work respectfully with peers.	**2.1.S.1** Students will work respectfully in groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.	**3-5.1.S.1** Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.		

<table>
<tr><th>Pre-K</th><th>Kindergarten</th><th>Grade 1</th><th>Grade 2</th><th>Grade 3</th><th>Grade 4</th><th>Grade 5</th></tr>
<tr><td colspan="2">PK-K.1.S.2 Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers and adults in small and large groups with prompting.</td><td colspan="2">1-2.1.S.2 Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers in small and large groups.</td><td colspan="3">3-5.1.S.2 Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.</td></tr>
<tr><td>PK.1.S.3 Students will ask and answer questions with prompting.</td><td>K.1.S.3 Students will ask and answer relevant questions with prompting.</td><td colspan="2">1-2.1.S.3 Students will ask and answer relevant questions to seek help or get information to confirm understanding.</td><td colspan="3">This objective does not exist in Grades 3-5.</td></tr>
<tr><td>PK.1.S.4 Students will orally describe personal interests or tell stories to peers and adults with prompting.</td><td>K.1.S.4 Students will orally describe personal interests or tell stories to peers and adults using agreed-upon rules (e.g., taking turns, staying on topic).</td><td>1.1.S.4 Students will orally describe people, places, things, and events with relevant details expressing their ideas.</td><td>2.1.S.4 Students will report on a topic or text, tell a story, or recount an experience with relevant facts descriptive details, speaking audibly in coherent sentences.</td><td>3.1.S.3 Students will report in a group or individually on a topic or text, tell a story, or recount an experience with relevant facts, descriptive details, speaking audibly and clearly in coherent sentences</td><td>4.1.S.3 Students will give informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.</td><td>5.1.S.3 Students will give formal and informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.</td></tr>
</table>

Standard 2: Reading and Writing Foundations

Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.

Phonological Awareness Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
PK.2.PA.1 Students will count spoken words in a three- to four-word sentence with one-syllable words.	**K.2.PA.1** Students will count one-syllable and multisyllabic spoken words in a sentence (e.g., I see an elephant.).	*Students will continue to review and apply earlier grade-level expectations for this standard.* *If phonological skills are not mastered, students will address skills from previous grades.*				
PK.2.PA.2 Students will recognize spoken words that rhyme (e.g., *wall* & *fall*).	**K.2.PA.2** Students will distinguish rhyming and non-rhyming pairs and produce a rhyme when given a word.					
PK.2.PA.3 Students will recognize syllables in spoken words (e.g., *pony* = po + ny).	**K.2.PA.4** Students will count, segment, and blend syllables in spoken words.	**1.2.PA.1** Students will count, segment, blend, and delete syllables in spoken words.				
PK.2.PA.4 Students will isolate the common initial sound when given a set of alliterative spoken words (e.g., *the* ***p****uppy* ***p****ounces*).	**K.2.PA.3** Students will isolate and pronounce initial and final sounds in spoken words.	**1.2.PA.3** Students will isolate and pronounce medial sounds in spoken words.				

<table>
<tr><th colspan="7">Phonological Awareness Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.</th></tr>
<tr><th>Pre-K</th><th>Kindergarten</th><th>Grade 1</th><th>Grade 2</th><th>Grade 3</th><th>Grade 4</th><th>Grade 5</th></tr>
<tr><td rowspan="3">These objectives begin in Kindergarten.</td><td>K.2.PA.5 Students will blend and segment onset and rime in one-syllable spoken words (e.g., blending: /ch/ + at = chat; segmenting: cat = /c/+ at).</td><td>1.2.PA.2 Students will blend and segment onset and rime in spoken words (e.g., /ch/+ /at/ = chat).</td><td colspan="4" rowspan="3">Students will continue to review and apply earlier grade-level expectations for this standard.

If phonological skills are not mastered, students will address skills from previous grades.</td></tr>
<tr><td>K.2.PA.6 Students will blend phonemes to form one-syllable spoken words with 2-4 phonemes (e.g., /f/ /l/ /a/ /t/= flat).</td><td>1.2.PA.4 Students will blend phonemes to form spoken words with 4-6 phonemes, including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/ = string).</td></tr>
<tr><td>K.2.PA.7 Students will segment phonemes in one-syllable spoken words with 2-4 phonemes (e.g., flat = /f/ /l/ /a/ /t/).</td><td>1.2.PA.5 Students will segment phonemes in spoken words with 4-6 phonemes into individual phonemes (e.g., string = /s/ /t/ /r/ /i/ /ng/).</td></tr>
</table>

Phonological Awareness Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.						
Pre-K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
This objective begins in Grade 1.		**1.2.PA.6** Students will add*, delete*, and substitute* phonemes in one-syllable spoken words with 3-5 phonemes (e.g., add /c/ to the beginning of *at* to say *cat*; delete the /p/ from *pin*, to say *in*; substitute the /o/ in *stop* with /e/ to say *step*). *Manipulation does not involve consonant blends.	**2.2.PA** Students will add, delete, and substitute phonemes in spoken words with 5-6 phonemes (e.g., add /th/ to the beginning of *rowing* to say *throwing*; delete the /r/ in *trips* to say *tips*; substitute the /l/ in *clank* with /r/ to say *crank*).	**3.2.PA** Students will add, delete, substitute, and reverse phonemes in spoken words (e.g., add /g/ to the beginning of *listen* to say *glisten*; delete the /b/ in *bridges* to say *ridges*; substitute the /f/ in *frighten* with /b/ to say *brighten*; reverse the initial and final sounds in *safe* to say *face*).	*Students will continue to review and apply earlier grade-level expectations for this standard.* *If phonological skills are not mastered, students will address skills from previous grades.*	

Print Concepts Students will demonstrate their understanding of the organization and basic features of print.						
Pre-K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
PK.2.PC.1 Students will begin to understand that print carries a message by recognizing labels, signs, and other print in the environment.	**K.2.PC.1** Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.	*Students will continue to review and apply earlier grade-level expectations for this standard.* *If print concepts skills are not mastered, students will address skills from previous grades.*				
PK.2.PC.2 Students will demonstrate correct book orientation and identify the front and back covers of a book.	**K.2.PC.2** Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.					
PK.2.PC.3 Students will begin to understand that print moves from top to bottom, left to right, and front to back.	**K.2.PC.3** Students will recognize that print moves from top to bottom, left to right, and front to back.					
PK.2.PC.4 Students will begin to recognize that written words are made up of letters and are separated by spaces.	**K.2.PC.4** Students will recognize that written words are made up of letters and are separated by spaces.					

Print Concepts Students will demonstrate their understanding of the organization and basic features of print.						
Pre-K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
PK.2.PC.5 Students will begin to recognize ending punctuation marks in print during shared reading or other text experiences.	**K.2.PC.5** Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation: period, exclamation point, question mark) with prompting.	**1.2.PC.1** Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation: period, exclamation point, question mark).	*Students will continue to review and apply earlier grade-level expectations for this standard.* *If print concepts skills are not mastered, students will address skills from previous grades.*			
PK.2.PC.6 Students will begin to write some uppercase and lowercase letters including the majority of the letters in their first name with prompting.	**K.2.PC.6** Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.	**1.2.PC.2** Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.	**2.2.PC** Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.	**3-5.2.PC** Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.		

Phonics and Word Study Students will decode words by applying phonics and word analysis skills in context and isolation.						
Pre-K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
PK.2.PWS.1 Students will name the letters in their first name.	**K.2.PWS.1** Students will name all uppercase and lowercase letters.	*Students will continue to review and apply earlier grade-level expectations for this standard.* *If phonics and word study skills are not mastered, students will address skills from previous grades.*				
PK.2.PWS.2 Students will name a majority of uppercase and lowercase letters.	**K.2.PWS.2** Students will sequence the letters of the alphabet.					
This objective begins in Kindergarten.	**K.2.PWS.4** Students will blend letter sounds to decode simple Vowel/Consonant (VC) and Consonant/Vowel/ Consonant (CVC) words (e.g., VC words = *at*, *in*, *up*; CVC words = *pat*, *hen*, *lot*).	**1.2.PWS.1*** Students will decode one-syllable phonetically-regular words by using their knowledge of the following phonics skills: A. single consonants (e.g., b = /b/, f = /f/, t = /t/) B. short vowel sounds (i.e., a, e, i, o, u) C. consonant blends (e.g., bl, br, cr) D. consonant digraphs and trigraphs (e.g., sh-, -tch) **continued on next page**	**2.2.PWS.1*** Students will decode one- and two-syllable words by using their knowledge of the following phonics skills: A. single consonants, including those with two different sounds (e.g., soft and hard c [*cent*, *cat*] and g [*gem*, *goat*]) B. consonant blends (e.g., bl, br, cr, spr, spl) **continued on next page**	**3.2.PWS.1** Students will decode multisyllabic words using their knowledge of the following phonics skills: ● vowel diphthongs ● all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)	**4.2.PWS.1** Students will decode unfamiliar and multisyllabic words using their combined knowledge of the following phonics skills: ● letter-sound correspondences ● all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)	*Students will continue to review and apply earlier grade-level expectations for this standard.* *If phonics and word study skills are not mastered, students will address skills from previous grades.*

Grade 1	Grade 2
continued from previous page E. vowel-consonant-silent e (e.g., *lake*) F. r-controlled vowels (i.e., ar, er, ir, or, ur) G. vowel digraphs (e.g., ea, oa, ee) ***sequential skills**	**continued from previous page** C. consonant digraphs and trigraphs (e.g., sh-, -tch) D. vowel-consonant-silent e (e.g., *lake*) E. r-controlled vowels (i.e., ar, er, ir or, ur) F. vowel digraphs (e.g., ea, oa, ee) G. vowel diphthongs (i.e., vowel combinations having two vowel sounds [e.g., oi as in *boil*, oy as in *boy*]) H. schwa (e.g., *banana*) I. silent letter combinations (*knew*, *could*, *ghost*) ***sequential skills**

Phonics and Word Study Students will decode words by applying phonics and word analysis skills in context and isolation.						
Pre-K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
This objective begins in Grade 1.		**1.2.PWS.2*** Students will decode words by applying knowledge of syllable types in one-syllable words: A. closed B. open ***sequential skills**	**2.2.PWS.2*** Students will decode words by applying knowledge of all major syllable types: A. closed B. open C. vowel digraphs D. vowel-consonant-silent e E. r-controlled F. consonant +le ***sequential skills**	**3.2.PWS.2** Students will decode words by applying knowledge of structural analysis: ● contractions ● abbreviations ● common roots and related prefixes and suffixes ● morphology	**4.2.PWS.2** Students will decode words by applying knowledge of structural analysis: ● contractions ● abbreviations ● common roots and related affixes ● morphology ● semantics	*Students will continue to review and apply earlier grade-level expectations for this standard.* *If phonics and word study skills are not mastered, students will address skills from previous grades.*
PK.2.PWS.3 Students will produce some sounds represented by letters.	**K.2.PWS.3** Students will produce the sounds for short and long vowels and the most common sound for consonants (e.g., a = /ă/ & /ā/, f = /f/, s = /s/, x = /ks/).	**1.2.PWS.3*** Students will decode words by applying knowledge of structural analysis: A. compound words B. inflectional endings (e.g., -s, -ed, -ing) ***sequential skills**	**2.2.PWS.3*** Students will decode words by applying knowledge of structural analysis: A. compound words B. inflectional endings (e.g., -s, -ed, -ing) C. contractions D. abbreviations E. common roots and related prefixes and suffixes ***sequential skills**	**3.2.PWS.3** Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.	*Students will continue to review and apply earlier grade-level expectations for this standard.* *If phonics and word study skills are not mastered, students will address skills from previous grades.*	

<table>
<tr><th colspan="7">Spelling/Encoding Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</th></tr>
<tr><th>Pre-K</th><th>Kindergarten</th><th>Grade 1</th><th>Grade 2</th><th>Grade 3</th><th>Grade 4</th><th>Grade 5</th></tr>
<tr><td rowspan="2">These objectives begin in Kindergarten.</td><td>K.2.SE.1 Students will represent major consonants logically in phonetic spelling (e.g., “lefnt” for elephant or “apl” for apple).</td><td>1.2.SE.1* Students will use correct spelling when writing the following sounds in words:
A. consonants
B. short vowels
C. digraphs
D. consonant blends
E. vowel-consonant-silent e

sequential skills</td><td>2.2.SE.1 Students will use correct spelling when writing the following sounds in words:
A. digraphs
B. trigraphs
C. vowel digraphs
D. r-controlled

*sequential skills</td><td>3.2.SE.1 Students will use correct spelling when writing the following sounds in words:
● diphthongs
● schwa (i.e., /ə/)
● silent letter combinations (e.g., knew, could, ghost)
● hard/soft c, g (e.g., cover, celebrate, gorilla, general)</td><td colspan="2" rowspan="2">4-5.2.SE.1 Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:
● letter-sound correspondences
● all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)</td></tr>
<tr><td>K.2.SE.2 Students will represent all of the sounds in a Consonant/Vowel/Consonant (CVC) word logically in phonetic spelling (e.g., "kat" for cat or "fer" for fur).</td><td>1.2.SE.2 Students will correctly spell high-frequency and irregularly-spelled words by using common letter/sound correspondences and recalling the irregular parts of words (e.g., the: th- is a common letter/sound correspondence, -e is irregular).</td><td>2.2.SE.2* Students will use correct spelling when writing the following syllable types in single-syllable and multisyllabic words:
A. closed
B. open
C. vowel-consonant-silent e
D. r-controlled

*sequential skills</td><td>3.2.SE.2 Students will use correct spelling when writing the following syllable types in single-syllable and multisyllabic words:
● vowel digraphs
● consonant + -le</td></tr>
</table>

Spelling/Encoding Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.						
Pre-K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
This objective begins in Grade 2.			**2.2.SE.3*** Students will use structural analysis to correctly spell the following parts of words: A. common prefixes B. common suffixes C. common spelling rules related to adding prefixes and suffixes (e.g., dropping the final -e, doubling a consonant) ***sequential skills**	**3.2.SE.3** Students will use structural analysis to correctly spell the following parts of words: ● common prefixes ● common suffixes ● common spelling rules related to adding prefixes and suffixes (e.g., changing y to i, doubling a consonant)	**4-5.2.SE.2** Students will use structural analysis to correctly spell the following parts of words: ● contractions ● abbreviations ● common spelling rules related to adding prefixes and suffixes	

<table>
<tr><th colspan="7">Fluency Students will read grade-level text smoothly and accurately, with appropriate expression.</th></tr>
<tr><th>Pre-K</th><th>Kindergarten</th><th>Grade 1</th><th>Grade 2</th><th>Grade 3</th><th>Grade 4</th><th>Grade 5</th></tr>
<tr><td>PK.2.F.1 Students will read their first name in print.</td><td>K.2.F.1 Students will read their first and last name in print.</td><td colspan="5" rowspan="2">Students will continue to review and apply earlier grade-level expectations for this standard.

If fluency skills are not mastered, students will address skills from previous grades.</td></tr>
<tr><td>PK.2.F.2 Students will chorally recite familiar texts (e.g., rhymes, songs, poetry, etc.).</td><td>K.2.F.2 Students will recite familiar texts (e.g., rhymes, songs, poetry, etc.).</td></tr>
<tr><td>This objective begins in Kindergarten.</td><td>K.2.F.3 Students will begin to develop a sight word vocabulary by decoding and reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.</td><td colspan="5">1-5.2.F.1 Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.</td></tr>
<tr><td colspan="2">This objective begins in Grade 1.</td><td colspan="5">1-5.2.F.2 Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.</td></tr>
</table>

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.						
Pre-K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
PK.2.R Students will begin to retell or reenact major events or details from a read-aloud.	**K.2.R.1** Students will identify the topic or main idea with a supporting detail of a text with prompting.	**1.2.R.1** Students will identify the topic or main idea with some supporting details of a text.	**2.2.R.1** Students will identify the main idea and supporting details of a text.	**3.2.R.1** Students will determine the main idea and supporting details of a text.	**4.2.R.1** Students will determine the key details that support the main idea of a text.	**5.2.R.1** Students will explain how key supporting details support the main idea of a text.
These objectives begin in Kindergarten.	**K.2.R.2** Students will discriminate between fiction and nonfiction text with prompting.	**1.2.R.2** Students will discriminate between fiction and nonfiction genres.	**2.2.R.2** Students will identify elements of various genres in fiction and nonfiction texts.	**3.2.R.2** Students will identify elements of various genres in fiction, poetry, and nonfiction texts.	**4.2.R.2** Students will compare fiction, poetry, and nonfiction to distinguish various genres.	**5.2.R.2** Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.
	K.2.R.3 Students will sequence the plot (i.e., beginning, middle, and end) of a story with prompting.	**1.2.R.3** Students will sequence the plot (i.e., beginning, middle, and end) of a story.	**2.2.R.3** Students will begin to summarize the plot of a story to include the beginning, middle, and end.	**3-5.2.R.3** Students will summarize and sequence the important events of a story.		
	K.2.R.4 Students will begin to retell facts and details from an informational text.	**1.2.R.4** Students will retell facts and details from an informational text.	**2.2.R.4** Students will begin to summarize facts and details from an informational text.	**3-5.2.R.4** Students will summarize facts and details from an informational text.		

<table>
<tr><th colspan="7">Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</th></tr>
<tr><th>Pre-K</th><th>Kindergarten</th><th>Grade 1</th><th>Grade 2</th><th>Grade 3</th><th>Grade 4</th><th>Grade 5</th></tr>
<tr><td>PK.2.W Students will begin to express themselves through drawing and emergent writing.</td><td>K.2.W.1 Students will express themselves through drawing and emergent writing.</td><td rowspan="2">1.2.W.2 Students will develop drafts by sequencing the action in a story or details about a topic through writing sentences.</td><td rowspan="2">2.2.W.1 Students will prewrite and develop drafts by sequencing the action in a story or details about a topic through writing sentences.</td><td colspan="2" rowspan="2">3-4.2.W.1 Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.</td><td rowspan="2">5.2.W.1 Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.</td></tr>
<tr><td rowspan="2">These objectives begin in Kindergarten.</td><td>K.2.W.2 Students will sequence the action or details of stories/texts with prompting.</td></tr>
<tr><td>K.2.W.4 Students will add to their drawing and emergent writing.</td><td>1.2.W.3 Students will revise drafts by adding and/or deleting text.</td><td>2.2.W.3 Students will revise drafts by adding, deleting, and/or moving text.</td><td colspan="3">3-5.2.W.2 Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).</td></tr>
</table>

<table>
<tr><th>Pre-K</th><th>Kindergarten</th><th>Grade 1</th><th>Grade 2</th><th>Grades 3-5</th></tr>
<tr><td>This objective begins in Kindergarten.</td><td>K.2.W.3 Students will use appropriate spacing between letters and words in emergent writing.</td><td>1.2.W.1 Students will develop and edit drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.</td><td>2.2.W.2 Students will edit drafts using appropriate spacing between letters, words, and sentences.</td><td rowspan="2">3-5.2.W.3 Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.</td></tr>
<tr><td colspan="2">This objective begins in Grade 1.</td><td>1.2.W.4 Students will correctly spell grade-level, highly decodable words (e.g., cup, like, cart) and common, irregularly spelled sight words (e.g., the) while editing using resources as needed.</td><td>2.2.W.4 Students will correctly spell grade-level words while editing using resources as needed.</td></tr>
<tr><td>This objective begins in Kindergarten.
.</td><td>K.2.W.5 Students will share their stories/texts with authentic audiences.</td><td colspan="2">1-2.2.W.5 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, author’s chair).</td><td>3-5.2.W.4 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).</td></tr>
</table>

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

<table>
<tr><th colspan="7">Reading Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</th></tr>
<tr><th>Pre-K</th><th>Kindergarten</th><th>Grade 1</th><th>Grade 2</th><th>Grade 3</th><th>Grade 4</th><th>Grade 5</th></tr>
<tr><td>PK.3.R.1 Students will describe the roles of an author and illustrator with prompting.</td><td>K.3.R.1 Students will describe the roles of an author and illustrator in various texts.</td><td>1.3.R.1 Students will identify the author’s purpose (i.e., tell a story, provide information) with prompting.</td><td>2.3.R.1 Students will determine the author’s purpose (i.e., tell a story, provide information).</td><td>3.3.R.1 Students will determine if the author’s purpose is to entertain, inform, or persuade.</td><td>4.3.R.1 Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details.</td><td>5.3.R.1 Students will determine the author’s purpose (i.e., entertain, inform, persuade), and draw conclusions to determine if the author’s purpose was achieved.</td></tr>
<tr><td rowspan="2">PK.3.R.2 Students will answer basic questions (e.g., who, what, where, and when) about texts, photographs, or illustrations during shared reading or other text experiences with prompting.</td><td rowspan="2">K.3.R.2 Students will ask and answer basic questions (e.g., who, what, where, and when) about texts, photographs, or illustrations during shared reading or other text experiences with prompting.</td><td>1.3.R.2 Students will describe who is telling a story with prompting.</td><td>2.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view with prompting.</td><td colspan="2">3-4.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.</td><td>5.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view (limited and omniscient) and describe its effect.</td></tr>
<tr><td>1.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.</td><td colspan="4">These objectives do not exist in Grades 3-5.</td></tr>
</table>

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
PK.3.R.3 Students will identify characters in a story with prompting.	**K.3.R.3** Students will describe characters and setting in a story with prompting.	**1.3.R.3** Students will find textual evidence when provided with examples of literary elements: ● setting (i.e., time and place) ● main characters and their traits	**2.3.R.3** Students will find examples of literary elements: ● setting (i.e., time and place) ● plot (i.e., beginning, middle, end) ● characters and their traits	**3.3.R.3** Students will find examples of literary elements: ● setting ● plot ● characters ● characterization	**4.3.R.3** Students will find textual evidence of literary elements: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● conflict	**5.3.R.3** Students will determine how literary elements contribute to the meaning of a literary text: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● conflict ● theme
This objective begins in Grade 2.			**2.3.R.4** Students will find examples of literary devices: ● simile ● alliteration ● onomatopoeia	**3.3.R.4** Students will find examples of literary devices: ● personification ● hyperbole ● simile ● alliteration ● onomatopoeia	**4.3.R.4** Students will find textual evidence of literary devices: ● metaphor ● idiom ● personification ● hyperbole ● simile ● alliteration ● onomatopoeia	**5.3.R.4** Students will determine how literary devices contribute to the meaning of a text: ● imagery ● metaphor ● idiom ● personification ● hyperbole ● simile ● alliteration ● onomatopoeia
This objective begins in Grade 1.		**1.3.R.5** Students will begin to use details from a text to draw conclusions and make predictions.	**2.3.R.5** Students will use details from the literary or informational text to draw conclusions and make predictions.	**3.3.R.5** Students will answer inferential questions, using a text to support answers.	**4.3.R.5** Students will answer inferential questions using evidence from one or more texts to support answers.	**5.3.R.5** Students will analyze ideas in one or more texts, providing textual evidence to support their inferences.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
This objective begins in Grade 1.		**1.3.R.6** Students will begin to locate facts that are clearly stated in a text.	**2.3.R.6** Students will locate facts that are clearly stated in an informational text.	**3.3.R.6** Students will distinguish fact from opinion in an informational text.	**4-5.3.R.6** Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.	
This objective begins in Grade 2.			**2.3.R.7** Students will describe the structure of an informational text with prompting: ● description ● sequential	**3.3.R.7** Students will describe the structure of an informational text: ● problem/solution ● description ● sequential	**4.3.R.7** Students will distinguish the structures of an informational text: ● cause/effect ● problem/solution ● description ● sequential	**5.3.R.7** Students will distinguish the structures of informational texts: ● compare/contrast ● cause/effect ● problem/solution ● description ● sequential
Writing Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.						
PK.3.W Students will use drawing and labeling to tell a story or share information with prompting.	**K.3.W** Students will use drawing, labeling, and writing to tell a story, share information, or express an opinion with prompting.	**1.3.W.1** Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with prompting.	**2.3.W.1** Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place).	**3.3.W.1** Students will write narratives incorporating: ● plot ● setting ● characters ● characterization	**4-5.3.W.1** Students will compose narratives reflecting real or imagined experiences that: ● include plots with a climax and resolution ● include developed characters who overcome conflicts and use dialogue ● use a consistent point of view ● unfold in chronological sequence ● use sentence variety, sensory details, and vivid language to create interest ● model literary elements and/or literary devices from mentor texts	

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
This objective begins in Grade 1.		**1.3.W.2** Students will begin to write facts about a topic in response to a text read aloud to demonstrate understanding with prompting.	**2.3.W.2** Students will write facts about a topic and include a main idea with supporting details in a paragraph.	**3.3.W.2** Students will write facts about a subject, including a main idea with supporting details, in multiple paragraphs with transitional words and phrases.	**4.3.W.2** Students will compose informative essays that: ● introduce and develop a topic ● incorporate evidence (e.g., specific facts, examples) ● maintain an organized structure with transitional words and phrases ● use sentence variety and word choice to create interest ● model literary devices from mentor texts	**5.3.W.2** Students will compose informative essays that ● introduce and develop a topic ● incorporate evidence (e.g., specific facts, examples, charts, and graphs) ● maintain an organized structure with transitional words and phrases ● use sentence variety and word choice to create interest ● model literary devices from mentor texts

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
This objective begins in Grade 1.		**1.3.W.3** Students will write an opinion about a topic and provide a reason to support the opinion with prompting.	**2.3.W.3** Students will write an opinion about a topic and provide reasons as support in a paragraph.	**3.3.W.3** Students will write an opinion about a topic and provide relevant evidence as support in multiple paragraphs with transitional words and phrases.	**4.3.W.3** Students will write opinion essays that: ● introduce a topic and state an opinion ● incorporate relevant, text-based evidence to support the opinion ● use sentence variety and word choice to create interest ● maintain an organized structure with transitional words and phrases	**5.3.W.3** Students will write opinion essays that: ● introduce a topic and state a clear opinion ● incorporate relevant, text-based evidence to support the opinion ● use sentence variety and word choice to create interest ● organize writing in a logical sequence with transitional words and phrases

Standard 4: Vocabulary

Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

<table>
<tr><th colspan="7">Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.</th></tr>
<tr><th>Pre-K</th><th>Kindergarten</th><th>Grade 1</th><th>Grade 2</th><th>Grade 3</th><th>Grade 4</th><th>Grade 5</th></tr>
<tr><td colspan="2">PK-K.4.R.1 Students will name and sort familiar objects into categories based on similarities and differences with prompting.</td><td>1.4.R.1 Students will begin to determine relationships among words, including synonyms and antonyms.</td><td>2.4.R.1 Students will determine relationships among words, including synonyms, antonyms, and simple multiple-meaning words.</td><td>3.4.R.1 Students will identify relationships among words, including synonyms, antonyms, homophones, and homographs.</td><td colspan="2">4-5.4.R.1 Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.</td></tr>
<tr><td colspan="2">PK-K.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.</td><td>1.4.R.2 Students will use context clues to determine the meaning of words with prompting.</td><td>2.4.R.2 Students will use context clues to determine the meaning of words.</td><td colspan="3">3-5.4.R.2 Students will use context clues to clarify the meaning of words.</td></tr>
<tr><td colspan="2" rowspan="2">These objectives begin in Grade 1.</td><td>1.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define unfamiliar words with prompting.</td><td colspan="2">2-3.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words.</td><td colspan="2">4-5.4.R.3 Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.</td></tr>
<tr><td>1.4.R.4 Students will begin to use grade-level resource materials (e.g., simple dictionary, glossary) to clarify the meaning of words.</td><td>2.4.R.4 Students will use grade-level resource materials (e.g., simple dictionary, glossary) to clarify the meaning of words.</td><td colspan="3">3-5.4.R.4 Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.</td></tr>
</table>

<table>
<tr><th>Pre-K</th><th>Kindergarten</th><th>Grade 1</th><th>Grade 2</th><th>Grade 3</th><th>Grade 4</th><th>Grade 5</th></tr>
<tr><td colspan="2">PK-K.4.R.3 Students will begin to acquire new vocabulary and relate new words to prior knowledge.</td><td colspan="2">1-2.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.</td><td colspan="3">3-5.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.</td></tr>
<tr><td colspan="7">Writing Students will apply knowledge of vocabulary to speak and write effectively.</td></tr>
<tr><td>PK.4.W.1 Students will begin to use new vocabulary to produce and expand complete sentences in shared language activities.</td><td>K.4.W.1 Students will use new vocabulary to produce and expand complete sentences in shared language activities.</td><td colspan="2">1-2.4.W.1 Students will use grade-level vocabulary to communicate ideas through speaking and writing.</td><td colspan="3">3-5.4.W.1 Students will use grade-level vocabulary in writing to clearly communicate ideas.</td></tr>
<tr><td>PK.4.W.2 Students will begin to use language according to purpose in shared writing experiences.</td><td>K.4.W.2 Students will use language according to purpose in shared writing experiences.</td><td>1.4.W.2 Students will use language in speaking and writing according to purpose with prompting.</td><td>2.4.W.2 Students will use language in speaking and writing according to purpose and audience.</td><td>3.4.W.2 Students will use precise vocabulary in writing for the intended mode and effect on the audience.</td><td colspan="2">4-5.4.W.2 Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.</td></tr>
</table>

Standard 5: Language

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

Reading Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.						
Pre-K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
PK.5.R.1 Students will hear different sentence structures through conversations, read-alouds, and interactive reading.	**K.5.R.1** Students will recognize simple sentences with prompting.	**1.5.R.1** Students will recognize simple sentences.	**2-4.5.R.1** Students will recognize simple and compound sentences.			**5.5.R.1** Students will recognize simple, compound, and complex (i.e., independent & dependent clauses) sentences.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
PK.5.R.2 Students will hear different parts of speech through conversations, read-alouds, and interactive reading: ● concrete objects as persons, places, or things (i.e., nouns) ● words as actions (i.e., verbs) ● color adjectives ● spatial and time relationships such as *up*, *down*, *before*, and *after*	**K.5.R.2** Students will recognize parts of speech in sentences with prompting: ● concrete objects as persons, places, or things (i.e., nouns) ● words as actions (i.e., verbs) ● color and size adjectives ● the pronoun *I* ● spatial and time relationships such as *up*, *down*, *before*, and *after*	**1.5.R.2** Students will recognize parts of speech in sentences: ● nouns as concrete objects (i.e., people, places, and things) ● regular plural nouns ● present-tense verbs as actions ● color, size, and number adjectives ● prepositions ● the pronouns *I*, *me*, *you*, and *we* ● the conjunctions *and*, *or*, and *but* ● the adverbs *too* and *very*	**2.5.R.2** Students will recognize parts of speech in sentences: ● common, proper, and irregular plural nouns ● tenses of verbs (i.e., past, present, future) ● the simple subject and simple predicate of a sentence ● descriptive adjectives and articles (i.e., *a*, *an*, *the*) as adjectives ● prepositions ● singular and plural personal pronouns and the nouns they replace ● the conjunctions *and*, *or*, and *but* ● -ly adverbs	**3.5.R.2** Students will recognize parts of speech in sentences: ● concrete, abstract, and possessive nouns ● different types of verbs (i.e., action, linking, helping) and their roles in a sentence ● the complete subject and complete predicate of a sentence ● possessive adjectives ● prepositional phrases ● possessive pronouns and the nouns they replace ● coordinating conjunctions (i.e., *for*, *and*, *nor*, *but*, *or*, *yet*, *so*) ● adverbs of frequency (e.g., *always*, *often*, *never*)	**4.5.R.2** Students will recognize parts of speech in sentences: ● irregular possessive nouns (e.g., *children's*) ● irregular and past participle verbs and verb tense to identify settings, times, and sequences ● subject and verb agreement ● comparative and superlative adjectives ● prepositional phrases ● possessive pronouns and the nouns they replace (i.e., antecedents) ● coordinating conjunctions ● comparative and superlative adverbs ● interjections	**5.5.R.2** Students will recognize and explain the impact on meaning of parts of speech in sentences: ● nouns ● verb tense to identify settings, times, sequences, and conditions ● subject and verb agreement ● adjectives ● prepositional phrases ● intensive pronouns and their antecedents ● coordinating conjunctions ● adverbs ● interjections

Writing Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
This objective begins in Kindergarten.	**K.5.W.1** Students will begin to compose simple sentences that begin with a capital letter and conclude with an end mark.	**1.5.W.1** Students will compose simple sentences that conclude with an end mark.	**2.5.W.1** Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences that begin with a capital letter and conclude with an end mark.	**3.5.W.1** Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.	**4.5.W.1** Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.	**5.5.W.1** Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.
This objective begins in Grade 1.		**1-2.5.W.2** Students will use nouns, verbs, and adjectives to add clarity and variety to their writing.		**3.5.W.2** Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.	**4.5.W.2** Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.	**5.5.W.2** Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.
This objective begins in Grade 4.					**4.5.W.3** Students will recognize and correct errors in subject and verb agreement.	**5.5.W.3** Students will recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person.

<table>
<tr><th>Pre-K</th><th>Kindergarten</th><th>Grade 1</th><th>Grade 2</th><th>Grade 3</th><th>Grade 4</th><th>Grade 5</th></tr>
<tr><td rowspan="2">These objectives begin in Kindergarten.</td><td>K.5.W.2 Students will capitalize their first name and the pronoun I with prompting.</td><td>1.5.W.3 Students will capitalize the first letter of a sentence, proper names, and months and days of the week.</td><td>2.5.W.3 Students will punctuate initials and capitalize holidays, product names, initials, and months and days of the week.</td><td>3.5.W.3 Students will capitalize and punctuate titles of respect, words in titles, and geographical names.</td><td>4.5.W.4 Students will capitalize familial relations, proper adjectives, conventions of letter writing, and the first letter of a quotation.</td><td>5.5.W.4 Students will write using correct capitalization mechanics.

Grade of Mastery: 4</td></tr>
<tr><td>K.5.W.3 Students will recognize and begin to use periods, question marks, and exclamation points.</td><td>1.5.W.4 Students will use periods, question marks, and exclamation points.</td><td colspan="2">2-3.5.W.4 Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.</td><td>4.5.W.5 Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.</td><td>5.5.W.5 Students will write using correct end mark mechanics.

Grade of Mastery: 4</td></tr>
<tr><td colspan="3">This objective begins in Grade 2.</td><td>2.5.W.5 Students will use apostrophes to form simple contractions (e.g., isn't, aren't, can't).</td><td>3.5.W.5 Students will use apostrophes to form complex contractions (e.g., should've, won't, y'all) and to show possession.</td><td>4.5.W.6 Students will use apostrophes to show possession of singular and plural nouns and recognize and remove apostrophes used to form plurals.</td><td>5.5.W.6 Students will use the correct forms of it's/its, you're/your, and they're/there/their.</td></tr>
</table>

<table>
<tr><th>Pre-K</th><th>Kindergarten</th><th>Grade 1</th><th>Grade 2</th><th>Grade 3</th><th>Grade 4</th><th>Grade 5</th></tr>
<tr><td colspan="3" rowspan="2">These objectives begin in Grade 2.</td><td>**2.5.W.6** Students will use commas in dates (e.g., September 6, 2020).</td><td>**3.5.W.6** Students will use commas before a coordinating conjunction and to separate individual words in a series.</td><td>**4.5.W.7** Students will use commas in greetings and closings in letters and emails, to separate individual words in a series, and to indicate dialogue.</td><td>**5.5.W.7** Students will use commas to separate individual words in a series, to indicate dialogue, and to separate the independent and dependent clauses in a complex sentence.</td></tr>
<tr><td colspan="2">**2-3.5.W.7** Students will use a colon to indicate time (e.g., The bell rings at 3:15.).</td><td colspan="2">**4-5.5.W.8** Students will use a colon to introduce a list (e.g., Deb only needed three things from the grocery store: milk, eggs, and bread.).</td></tr>
<tr><td colspan="4">This objective begins in Grade 3.</td><td>**3.5.W.8** Students will use quotation marks to indicate dialogue.</td><td colspan="2">**4-5.5.W.9** Students will use quotation marks to indicate dialogue, quoted material, and titles of works.</td></tr>
<tr><td colspan="5">This objective begins in Grade 4.</td><td colspan="2">**4-5.5.W.10** Students will use underlining or italics to indicate titles of works.</td></tr>
<tr><td colspan="6">This objective begins in Grade 5.</td><td>**5.5.W.11** Students will use a semicolon to punctuate compound sentences.</td></tr>
</table>

Standard 6: Research

Students will engage in inquiry to acquire, refine, and communicate accurate information.

Reading Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.						
Pre-K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
PK.6.R Students will begin to identify pictures, charts, grade-level texts, or people as sources of information on a topic of interest.	**K.6.R.1** Students will identify relevant pictures, charts, grade-level texts, or people as sources of information on a topic of interest.	**1.6.R.1** Students will identify who can answer questions about their topic or what resources they will need to find the information.	**2.6.R.1** Students will create their own questions to find information on their topic.	**3.6.R.1** Students will conduct research to answer questions, including self-generated questions, and to build knowledge.	**4-5.6.R.1** Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).	
This objective begins in Kindergarten.	**K.6.R.2** Students will identify and use graphic and text features to understand texts: • photos • illustrations • titles	**1.6.R.2** Students will identify and use graphic and text features to understand texts: • photos • illustrations • titles • labels • headings • charts • graphs	**2.6.R.2** Students will identify and use graphic and text features to understand texts: • photos • illustrations • titles • labels • headings • charts • graphs • captions • subheadings	**3.6.R.2** Students will identify and use text features (e.g., graphics, captions, subheadings, italics, charts, tables, legends) to comprehend informational texts.	**4.6.R.2** Students will identify and use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to comprehend informational texts.	**5.6.R.2** Students will identify and use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to analyze the structure of informational texts.

Writing Students will synthesize information ethically through speaking and writing.						
Pre-K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
PK.6.W Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with prompting.	**K.6.W.1** Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with prompting.	**1.6.W.1** Students will generate questions about topics of interest for research.	**2.6.W.1** Students will generate a list of topics and questions about an area of interest for research.	**3.6.W.1** Students will choose a topic of interest and generate several questions about it for research.	**4.6.W.1** Students will generate a viable research question about a topic.	**5.6.W.1** Students will formulate a viable research question.
These objectives begin in Kindergarten.	**K.6.W.2** Students will find information from provided sources during group research with prompting.	**1.6.W.2** Students will organize information found during group or individual research, using graphic organizers or other aids with prompting.	**2.6.W.2** Students will organize information found during group or individual research, using graphic organizers or other aids.	**3.6.W.2** Students will begin to organize information found during research, following a modified citation style (i.e., author, title, publication year).	**4.6.W.2** Students will organize information found during research, following a modified citation style (i.e., author, title, publication year).	**5.6.W.2** Students will organize information found during research, following a modified citation style (i.e., author, title, publication date).
	K.6.W.3 Students will share relevant information for various purposes with prompting.	**1.6.W.3** Students will share relevant information for various purposes.	**2.6.W.3** Students will organize and share relevant information for various purposes.	**3.6.W.3** Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details from a single source.	**4.6.W.3** Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.	**5.6.W.3** Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.

Standard 7: Multimodal Literacies

Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

Reading Students will comprehend and evaluate multimodal content.						
Pre-K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
PK.7.R Students will explore ideas and topics in a variety of media and formats with prompting.	**K.7.R** Students will explore ideas and topics in multimodal content.	**1.7.R** Students will explain how ideas and topics are depicted in multimodal content.	**2.7.R** Students will explore and compare ideas and topics in multimodal content.	**3.7.R** Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare perspectives about ideas and topics.	**4.7.R** Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.	**5.7.R** Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.
Writing Students will create multimodal content to communicate effectively.						
PK.7.W Students will begin to combine movement with relevant props, images, or illustrations to support their writing and speaking.	**K.7.W** Students will combine movement with relevant props, images, or illustrations to support their writing and speaking.	**1-2.7.W** Students will use a combination of writing, sound, visual content, and/or movement to communicate ideas, thoughts, and feelings.		**3-4.7.W** Students will communicate their ideas, thoughts, and feelings by combining two or more kinds of content: ● writing/alphabetic ● sound, visual, and/or spatial ● movement		**5.7.W** Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that communicates ideas, thoughts, and feelings for an intended audience.

Standard 8: Independent Reading and Writing

Students will read and write independently for a variety of purposes and periods of time.

Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.						
Pre-K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
PK-K.8.R Students will listen and respond to read-alouds, participate in shared reading, and interact independently with texts.		**1-2.8.R** Students will select texts for academic and personal purposes and read independently for extended periods of time.		**3-5.8.R** Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.		
Writing Students will write independently, intentionally selecting modes, purposes, and audiences.						
PK.8.W Students will begin to express their ideas using a combination of drawing and emergent writing with prompting.	**K.8.W** Students will express their ideas using a combination of drawing and emergent writing with prompting.	**1.8.W** Students will write independently using a combination of emergent and conventional writing with prompting.	**2.8.W** Students will write independently using print and/or typing over various lengths of time for a variety of purposes.	**3-5.8.W** Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.		