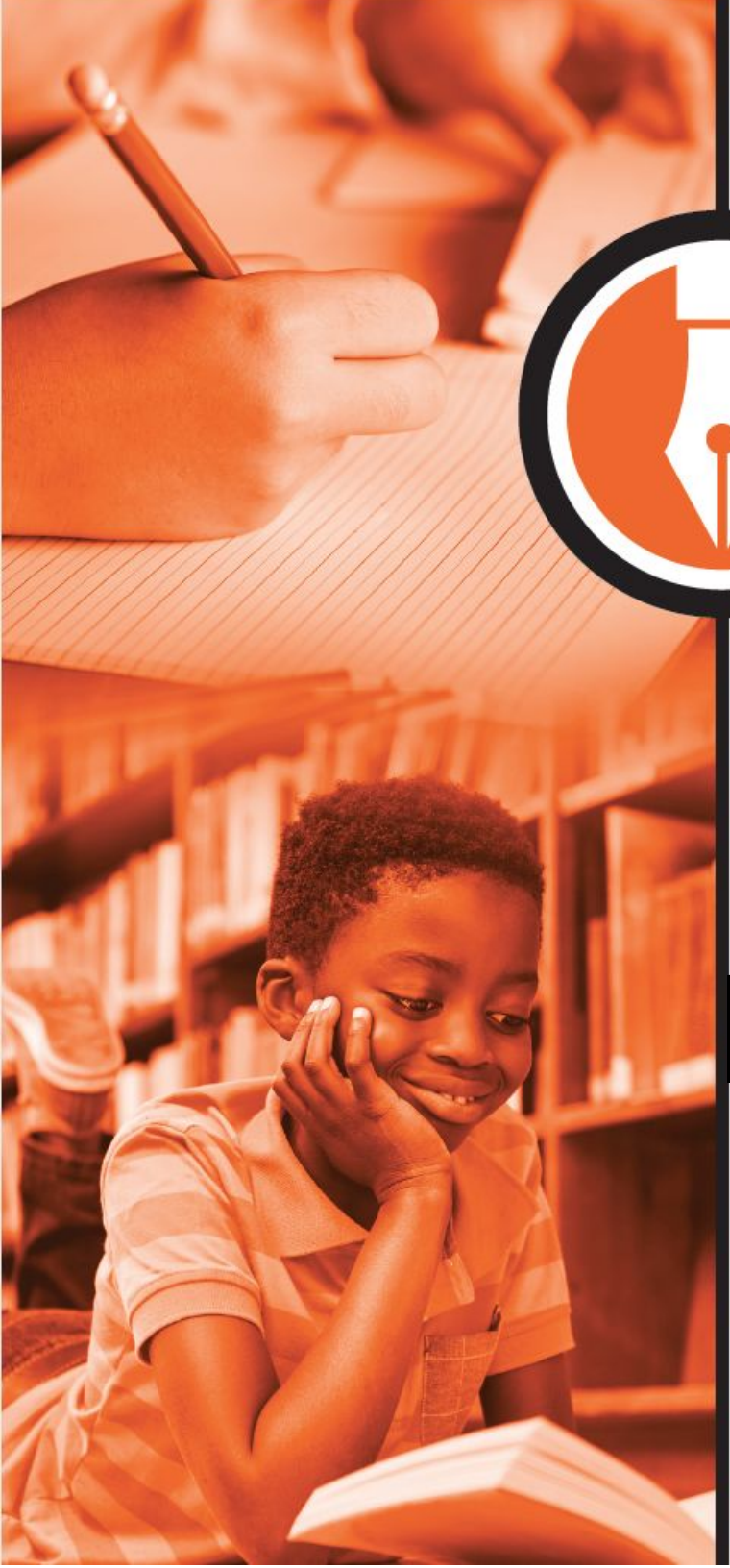

Oklahoma Academic Standards

ENGLISH LANGUAGE ARTS

Crosswalks, Grades PK–5

OKLAHOMA Education

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Elementary Crosswalk Introduction

The 2021 Oklahoma Academic Standards for English Language Arts were revised based on the 2016 standards. Teachers and school districts can use the following crosswalk documents to compare and contrast the 2021 and 2016 standards and objectives. The documents are organized into three columns: the 2021 standards and objectives on the left, the 2016 standards and objectives in the middle, and a blank column for notes on the right. **Bolded words** indicate different language in the 2021 standards and objectives compared to the 2016 language. (See the third and fourth rows in the sample table.) Teachers can work individually or with others in their professional learning communities to record their notes in the third column.

Most standards and objectives correlate, but a gray box indicates when an objective does not have a predecessor in 2016 or a continuance in 2021. Furthermore, there is an explanation in those boxes, which says if the objective moved to a different grade, was removed, was created by prior objectives, or did not exist at all in 2016. (See the second row in the sample table.)

Sometimes one objective is represented in multiple objectives in the current or former iteration, which is shown by pairing a single box with multiple boxes. (Note how the third and fourth rows from the first column are paired with the large third row in the second column in the sample table.)

These crosswalk documents can be used to more deeply understand the shifts in the standards, so teachers and school districts can make the necessary changes to their lessons and units to fully educate their students in English language arts.

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

- Complete Standards Document
- Appendix
- Vertical Progressions for Grades PK-5, 3-8, & 6-12

2021	2016
This objective was moved to Kindergarten in 2021.	PK.2.PA.4 Students will begin to isolate initial and final sounds in spoken words.
3.2.R.3 Students will summarize and **sequence the important** events of a story.	3.2.R.3 Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.
3.2.R.4 Students will summarize **facts and details from an informational** text.	

Sample Table

Pre-Kindergarten Crosswalk

2021	2016	Notes/Analysis
Standard 1: **Listening and Speaking** Students will **listen and speak** effectively in a variety of situations.	Standard 1: Speaking and Listening Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
Listening Students will develop and apply effective communication skills through active listening.	Reading Students will develop and apply effective communication skills through speaking and active listening.	
PK.1.**L.1** Students will actively listen using agreed-upon rules with **prompting**.	PK.1.R.1 Students will actively listen and speak using agreed-upon rules with guidance and support.	
PK.1.**L.2** Students will follow simple **one-step** oral directions.	PK.1.R.4 Students will follow simple oral directions.	
Speaking Students will develop and apply effective communication skills to **share ideas** through speaking.	Writing Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
PK.1.**S.1** Students will work respectfully with **peers with prompting**.	PK.1.W.2 Students will work respectfully with others with guidance and support.	
PK.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**.	PK.1.R.3 Students will begin to engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.	

2021	2016	Notes/Analysis
PK.1.**S.3** Students will ask and answer questions with **prompting**.	PK.1.R.2 Students will begin to ask and answer questions about information presented orally or through text or other media with guidance and support.	
PK.1.**S.4** Students will orally describe personal interests or tell stories to **peers and adults** with **prompting**.	PK.1.W.1 Students will begin to orally describe personal interests or tell stories to classmates with guidance and support.	
Standard 2: Reading **and Writing** Foundations Students will develop foundational skills for reading **and writing proficiency** by working with sounds, letters, and text.	Standard 2: Reading Foundations Students will develop foundational skills for future reading success 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.	Phonological Awareness Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.	
PK.2.PA.1 Students will **count** spoken words in a **three- to four-word** sentence with **one-syllable words**.	PK.2.PA.1 Students will distinguish spoken words in a sentence with guidance and support.	
PK.2.PA.2 Students will recognize spoken words that rhyme **(e.g., *wall* & *fall*)**.	PK.2.PA.2 Students will recognize spoken words that rhyme.	
PK.2.PA.3 Students will recognize syllables in spoken words (e.g., ***pony* = po + ny**).	PK.2.PA.3 Students will begin to recognize syllables in spoken words (e.g., sunshine= sun + shine).	

2021	2016	Notes/Analysis
This objective was moved to Kindergarten.	PK.2.PA.4 Students will begin to isolate initial and final sounds in spoken words.	
Print Concepts Students will demonstrate their understanding of the organization and basic features of print.	Print Concepts Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.	
PK.2.PC.**1** Students will **begin to** understand that print carries a message by recognizing labels, signs, and other print in the environment.	PK.2.PC.2 Students will understand that print carries a message by recognizing labels, signs, and other print in the environment with guidance and support.	
PK.2.PC.**2** Students will demonstrate correct book orientation and identify the front and back covers of a book.	PK.2.PC.3 Students will begin to demonstrate correct book orientation and identify 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.	PK.2.PC.5 Students will begin to understand 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.	PK.2.PC.4 Students will recognize that written words are made up of letters and are separated by spaces with guidance and support.	
PK.2.PC.**5** Students will **begin to** recognize ending punctuation marks in print during shared reading or other text experiences.	PK.2.PC.6 Students will recognize ending punctuation marks in print during shared reading or other text experiences with guidance and support.	

2021	2016	Notes/Analysis
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**.	PK.2.PC.1 Students will write the majority of the letters in their first name and some uppercase and lowercase letters with guidance and support.	
Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation.	Phonics and Word Study Students will decode and read words in context and isolation by applying phonics and word analysis skills.	
PK.2.PWS.1 Students will name the letters in their first name.	PK.2.PWS.1 Students will name the majority of the letters in their first name and many uppercase and lowercase letters with guidance and support.	
PK.2.PWS.**2** Students will name **a** majority of uppercase and lowercase letters.		
PK.2.PWS.**3** Students will produce some sounds represented by letters.	PK.2.PWS.2 Students will produce some sounds represented by letters with guidance and support.	
Fluency Students will read grade-level text smoothly and accurately, with **appropriate** expression.	Fluency Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	
PK.2.F.1 Students will read **their** first name in print.	PK.2.F.1 Students will read first name in print.	
PK.2.F.2 Students will chorally recite familiar texts (e.g., rhymes, songs, poetry, etc.).	This objective did not exist in 2016.	

2021	2016	Notes/Analysis
Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.	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.	Reading Students will read and comprehend increasingly complex literary and informational texts.	
PK.2.R Students will begin to retell or reenact major events or details from a read-aloud.	PK.2.R Students will begin to retell or reenact major events from a read-aloud with guidance and support to recognize the main idea.	
Writing Students will engage in a recursive process that **may** include prewriting, drafting, revising, editing, and publishing.	Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	
PK.2.W Students will begin to express themselves through drawing and emergent writing.	PK.2.W Students will begin to express themselves through drawing, dictating, and emergent writing.	
Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	
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.	Reading Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	

2021	2016	Notes/Analysis
PK.3.R.1 Students will describe the role**s** of an author and illustrator with **prompting**.	PK.3.R.1 Students will describe the role of an author and illustrator, telling how they contribute to a story, with guidance and support.	
PK.3.R.**2** Students will answer basic questions (e.g., who, what, where, and when) about texts, **photographs, or** illustration**s** during shared reading or other text experiences with **prompting**.	PK.3.R.3 Students will tell what is happening in a picture or illustration with guidance and support.	
	PK.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, and when) about texts during shared reading or other text experiences with guidance and support.	
PK.3.R.**3** Students will **identify** characters in a story with **prompting**.	PK.3.R.2 Students will describe characters in a story with guidance and support.	
Writing Students will **thoughtfully** and **intentionally** write, **addressing a range of** modes, purposes, and audiences.	Writing Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
PK.3.W Students will use drawing **and** labeling **to tell a story or share information** with **prompting**.	PK.3.W Students will use drawing, labeling, and dictating to express thoughts and ideas with guidance and support.	
Standard 4: Vocabulary Students will expand and **apply** their **spoken** and **reading** vocabularies to **speak**, **read**, and **write** effectively.	Standard 4: Vocabulary Students will expand their working vocabularies to effectively communicate and understand texts.	

2021	2016	Notes/Analysis
Reading Students will expand **their** grade-level vocabularies through reading, word study, and class discussion.	Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	
PK.4.R.**1** Students will name and sort familiar objects into categories based on **similarities and differences** with **prompting**.	PK.4.R.3 Students will name and sort familiar objects into categories based on common attributes with guidance and support.	
PK.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.	PK.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.	
PK.4.R.**3** Students will **begin to** acquire new vocabulary and relate new words to prior knowledge.	PK.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.	
Writing Students will apply knowledge of vocabulary to **speak and write effectively**.	Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
PK.4.W.1 Students will begin to use new vocabulary to produce and expand complete sentences in shared language activities.	PK.4.W.1 Students will begin to use new vocabulary to produce and expand complete sentences in shared language activities.	
PK.4.W.2 Students will begin to **use** language according to purpose **in shared writing experiences**.	PK.4.W.2 Students will begin to select appropriate language according to purpose.	

2021	2016	Notes/Analysis
Standard 5: Language Students will **expand and** apply knowledge of grammar, **usage**, **mechanics**, and style to **comprehend texts and communicate effectively**.	Standard 5: Language Students will apply knowledge of grammar and rhetorical style to reading and writing.	
Reading Students will **expand and** apply knowledge of grammar, **usage**, **mechanics**, and style to **comprehend**, analyze, and/or evaluate a variety of texts.	Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
PK.5.R.1 Students will **hear different sentence structures** through conversations, read-alouds, and interactive reading.	PK.5.R.1 Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.	
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	PK.5.R.2 Students will recognize concrete objects as persons, places or things (i.e., nouns) with guidance and support.	
	PK.5.R.3 Students will recognize words as actions (i.e., verbs) with guidance and support.	
	PK.5.R.4 Students will group pictures and/or use movement to determine spatial and time relationships such as up, down, before, and after with guidance and support.	
Writing Students will **expand** and **apply** knowledge of grammar, usage, mechanics, and **style to speak and write effectively,** demonstrating **standard usage when appropriate**.	Writing Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	

2021	2016	Notes/Analysis
These standards begin in Kindergarten.	These standards begin in Kindergarten.	
Standard 6: Research Students will engage in inquiry to acquire, refine, and **communicate accurate information**.	Standard 6: Research Students will engage in inquiry to acquire, refine, and share knowledge.	
Reading Students will **gather**, comprehend, evaluate, and synthesize **researched information** to acquire and refine knowledge.	Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
PK.6.R Students will begin to identify pictures, charts, grade**-level** texts, or people as sources of information on a topic of interest.	PK.6.R Students will begin to identify pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.	
Writing Students will **synthesize information ethically through speaking and writing**.	Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
PK.6.W Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with **prompting**.	PK.6.W Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.	
Standard 7: Multimodal Literacies Students will **comprehend and communicate** knowledge through **alphabetic**, **aural**, visual, **spatial**, **and/or gestural content**.	Standard 7: Multimodal Literacies Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
Reading Students will **comprehend** and evaluate **multimodal content**.	Reading Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	

2021	2016	Notes/Analysis
PK.7.R Students will **explore ideas and topics in a variety of media** and formats **with prompting**.	PK.7.R Students will recognize formats of print and digital text with guidance and support.	
Writing Students will create multimodal **content** to communicate **effectively**.	Writing Students will create multimodal texts to communicate knowledge and develop arguments.	
PK.7.W Students will **begin to combine movement with relevant props, images, or illustrations to support their writing and speaking**.	PK.7.W Students will use appropriate technology or media to communicate with others with guidance and support.	
Standard 8: Independent Reading and Writing Students will read and write **independently** for a variety of purposes and **periods of time**.	Standard 8: Independent Reading and Writing Students will read and write for a variety of purposes including, but not limited to, academic and personal.	
Reading Students will read **self-selected** texts independently, **choosing genres to suit and expand their personal preferences** and purposes.	Reading Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	
PK.8.R Students will **listen and respond** to read-alouds, **participate in** shared reading, and interact independently with texts.	PK.8.R Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.	
Writing Students will write independently, **intentionally selecting** modes, **purposes**, and audiences.	Writing Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	

2021	2016	Notes/Analysis
PK.8.W Students will **begin to** express their ideas **using** a combination of drawing and emergent writing with **prompting**.	PK.8.W Students will express their ideas through a combination of drawing and emergent writing with guidance and support.	

Kindergarten Crosswalk

2021	2016	Notes/Analysis
Standard 1: **Listening and Speaking** Students will listen and speak effectively in a variety of situations.	Standard 1: Speaking and Listening Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
Listening Students will develop and apply effective communication skills through active listening.	Reading Students will develop and apply effective communication skills through speaking and active listening.	
K.1.**L.1** Students will actively listen using agreed-upon discussion rules with **prompting**.	K.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion with guidance and support.	
K.1.**L.2** Students will follow simple one- and two-step **oral** directions.	K.1.R.4 Students will follow one and two step directions.	
Speaking Students will develop and apply effective communication skills to **share ideas** through speaking.	Writing Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
K.1.**S.1** Students will work respectfully with **peers** with **prompting**.	K.1.W.2 Students will work respectfully with others with guidance and support.	
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**.	K.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.	

2021	2016	Notes/Analysis
K.1.**S.3** Students will ask and answer **relevant** questions with **prompting**.	K.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally or through text or other media with guidance and support.	
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).	K.1.W.1 Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic.	
Standard 2: Reading **and Writing** Foundations Students will develop foundational skills for reading **and writing proficiency** by working with sounds, letters, and text.	Standard 2: Reading Foundations Students will develop foundational skills for future reading success 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.	Phonological Awareness Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.	
K.2.PA.1 Students will count **one-syllable and multisyllabic** spoken words in a sentence **(e.g., I see an elephant.)**.	K.2.PA.1 Students will distinguish spoken words in a sentence.	
K.2.PA.2 Students will distinguish rhyming and non-rhyming pairs and produce **a rhyme when given a word**.	K.2.PA.2 Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs.	

2021	2016	Notes/Analysis
K.2.PA.3 Students will isolate and pronounce initial and **final** sounds in spoken words.	K.2.PA.3 Students will isolate and pronounce the same initial sounds in a set of spoken words (i.e., alliteration) (e.g., “the puppy pounces”).	
K.2.PA**.4** Students will count, segment, and blend syllables in spoken words.	K.2.PA.5 Students will count, pronounce, blend, segment, and delete syllables in spoken words.	
K.2.PA**.5** Students will blend and segment onset and rime in one-syllable spoken words (e.g., blending: **/j/ + og = *jog***; segmenting: *cat* = /c/+ at).	K.2.PA.6 Students will blend and segment onset and rime in one syllable spoken words (e.g., Blending: /ch/ + at = chat; segmenting: cat = /c/+ at).	
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***).	K.2.PA.7 Students will blend phonemes to form one syllable spoken words with 3 to 5 phonemes (e.g., /f/ /a/ /s/ /t/= fast)	
K.2.PA**.7** Students will segment phonemes in one-syllable spoken words with **2-4** phonemes (**e.g., *flat* = /f/ /l/ /a/ /t/**).	K.2.PA.8 Students will segment phonemes in one syllable spoken words with 3 to 5 phonemes (e.g., “fast” = /f/ /a/ /s/ /t/).	
This objective was removed in 2021.	K.2.PA.4 Students will recognize the short or long vowel sound in one syllable words.	
This objective was revised and moved to 1.2.PA.6.	K.2.PA.9 Students will add, delete, and substitute phonemes in one syllable spoken words (e.g., “add /c/ to the beginning of “at” to say “cat;” “remove the /p/ from “pin,” to say “in;” “change the /d/ in “dog” to /f/ /r/ to say “frog”).	

2021	2016	Notes/Analysis
Print Concepts Students will demonstrate their understanding of the organization and basic features of print.	Print Concepts Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.	
K.2.PC.**1** Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.	K.2.PC.2 Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.	
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.	K.2.PC.3 Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.	
K.2.PC.**3** Students will recognize that print moves from top to bottom, left to right, and front to back.	K.2.PC.5 Students will recognize that print moves from top to bottom, left to right, and front to back (does not have to be matched to voice).	
K.2.PC.4 Students will 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.	
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**.	K.2.PC.6 Students will recognize the distinguishing features of a sentence. (e.g., capitalization of the first word, ending punctuation: period, exclamation mark, question mark) with guidance and support.	

2021	2016	Notes/Analysis
Phonics and Word Study Students will decode words by applying phonics and word analysis skills in context and isolation.	Phonics and Word Study Students will decode and read words in context and isolation by applying phonics and word analysis skills.	
K.2.PWS.1 Students will name all uppercase and lowercase letters.	K.2.PWS.1 Students will name all uppercase and lowercase letters.	
K.2.PWS.2 Students will sequence the letters of the alphabet.	K.2.PWS.2 Students will sequence the letters of the alphabet.	
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/).	K.2.PWS.3 Students will produce the primary or most common sound for each consonant, short and long vowel sounds (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/).	
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*).	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).	
Spelling/Encoding **Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.**	This strand did not exist in 2016.	
K.2.SE.1 Students will represent major consonants logically in phonetic spelling (e.g., "lefnt" for *elephant* or "apl" for *apple*).	This objective did not exist in 2016.	

2021	2016	Notes/Analysis
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*).	This objective did not exist in 2016.	
Fluency Students will read grade-level text smoothly and accurately, with **appropriate** expression.	Fluency Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	
K.2.F.1 Students will read **their** first and last name in print.	K.2.F.1 Students will read first and last name in print.	
K.2.F.2 Students will recite familiar texts (e.g., rhymes, songs, poetry, etc.).	This objective did not exist in 2016.	
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**.	K.2.F.2 Students will read common high frequency grade-level words by sight (e.g., not, was, to, have, you, he, is, with, are).	
Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.	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.	Reading Students will read and comprehend increasingly complex literary and informational texts.	

2021	2016	Notes/Analysis
K.2.R.1 Students will **identify the topic or** main idea **with a supporting detail of a text** with **prompting**.	K.2.R.1 Students will retell or reenact major events from a read-aloud with guidance and support to recognize the main idea.	
K.2.R.2 Students will discriminate between fiction and nonfiction text with **prompting**.	K.2.R.2 Students will discriminate between fiction and nonfiction/informational text with guidance and support.	
K.2.R.3 Students will sequence the plot (i.e., beginning, middle, and end) of a story with **prompting**.	K.2.R.3 Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text with guidance and support.	
K.2.R.4 Students will begin to retell facts and details from an informational text.		
Writing Students will engage in a recursive process that **may** include prewriting, drafting, revising, editing, and publishing.	Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	
K.2.W.1 Students will **express** themselves through drawing and emergent writing.	K.2.W.1 Students will begin to develop first drafts by expressing themselves through drawing and emergent writing.	
K.2.W.2 Students will sequence the action or details of stories/texts **with prompting**.	K.2.W.2 Students will begin to develop first drafts by sequencing the action or details of stories/texts.	
K.2.W.3 Students will **use** appropriate spacing between letters and words **in emergent writing**.	K.2.W.3 Students will begin to edit first drafts using appropriate spacing between letters and words.	

2021	2016	Notes/Analysis
K.2.W.4 Students will add to their drawing and emergent writing.	This objective did not exist in 2016.	
K.2.W.5 Students will share their stories/texts with authentic audiences.	This objective did not exist in 2016.	
Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	
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.	Reading Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
K.3.R.1 Students will **describe** the roles of an author and illustrator in **various texts**.	K.3.R.1 Students will name the author and illustrator, and explain the roles of each in a particular story.	
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**.	K.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, and when) about texts during shared reading or other text experiences with guidance and support.	
	K.3.R.3 Students will tell what is happening in a picture or illustration.	
K.3.R.**3** Students will describe characters and setting in a story with **prompting**.	K.3.R.2 Students will describe characters and setting in a story with guidance and support.	

2021	2016	Notes/Analysis
Writing Students will **thoughtfully** and **intentionally** write, **addressing a range of** modes, purposes, and audiences.	Writing Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
K.3.W Students will use drawing, labeling, and writing to tell a story, share information, or express an opinion with **prompting**.	K.3.W Students will use drawing,labeling, dictating, and writing to tell a story, share information, or express an opinion with guidance and support.	
Standard 4: Vocabulary Students will expand **and apply** their **spoken** and **reading** vocabularies to **speak**, **read**, and **write** effectively.	Standard 4: Vocabulary Students will expand their working vocabularies to effectively communicate and understand texts.	
Reading Students will expand **their** grade-level vocabularies through reading, word study, and class discussion.	Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	
K.4.R.**1** Students will name and sort **familiar** objects into categories based on **similarities and differences** with **prompting**.	K.4.R.3 Students will name and sort pictures of objects into categories based on common attributes with guidance and support.	
K.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.	K.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.	
K.4.R.3 Students will **begin to** acquire new vocabulary and relate new words to prior knowledge.	K.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.	

2021	2016	Notes/Analysis
Writing Students will apply knowledge of vocabulary to **speak and write effectively**.	Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
K.4.W.1 Students will use new vocabulary to produce and expand complete sentences in shared language activities.	K.4.W.1 Students will use new vocabulary to produce and expand complete sentences in shared language activities with guidance and support.	
K.4.W.2 Students will **use** language according to purpose **in shared writing experiences**.	K.4.W.2 Students will select appropriate language according to purpose with guidance and support.	
Standard 5: Language Students will **expand and** apply knowledge of grammar, **usage**, **mechanics**, and style to **comprehend texts and communicate effectively**.	Standard 5: Language Students will apply knowledge of grammar and rhetorical style to reading and writing.	
Reading Students will **expand and** apply knowledge of grammar, **usage**, **mechanics**, and style to **comprehend**, analyze, and/or evaluate a variety of texts.	Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
K.5.R.1 Students will recognize simple sentences with prompting.	This objective did not exist in 2016.	

2021	2016	Notes/Analysis
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*	K.5.R.2 Students will recognize concrete objects as persons, places or things (i.e., nouns) with guidance and support.	
	K.5.R.3 Students will recognize words as actions (i.e., verbs) with guidance and support.	
	K.5.R.4 Students will group pictures and movement, and determine spatial and time relationships such as up, down, before, and after with guidance and support.	
This objective was revised and moved to Pre-K.	K.5.R.1 Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.	
Writing Students will **expand and apply** knowledge of grammar, usage, mechanics, and **style to speak and write effectively,** demonstrating **standard usage when appropriate**.	Writing Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
K.5.W.**1** Students will begin to compose simple sentences that begin with a capital letter and conclude with an end mark.	K.5.W.2 Students will begin to compose simple sentences that begin with a capital letter and end with a period or question mark.	
K.5.W.**2** Students will capitalize **their** first name and the pronoun *I* with **prompting**.	K.5.W.1 Students will capitalize, with guidance and support: ● their first name ● the pronoun “I.”	

2021	2016	Notes/Analysis
K.5.W.3 Students will recognize and begin to use periods, question marks, and exclamation points.	This objective did not exist in 2016.	
Standard 6: Research Students will engage in inquiry to acquire, refine, and **communicate accurate information**.	Standard 6: Research Students will engage in inquiry to acquire, refine, and share knowledge.	
Reading Students will **gather**, comprehend, evaluate, and synthesize **researched information** to acquire and refine knowledge.	Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
K.6.R.1 Students will identify relevant 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-appropriate texts, or people as sources of information on a topic of interest.	
K.6.R.2 Students will identify **and use graphic and text** features to understand texts: ● photos ● illustrations ● titles	K.6.R.2 Students will identify graphic features to understand a text including photos, illustrations, and titles to understand a text.	
Writing Students will **synthesize information ethically through speaking and writing**.	Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
K.6.W.1 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 guidance and support.	

2021	2016	Notes/Analysis
K.6.W.2 Students will find information from provided sources during group research with **prompting**.	K.6.W.2 Students will find information from provided sources during group research with guidance and support.	
K.6.W.3 Students will share relevant information for various purposes with prompting.	This objective did not exist in 2016.	
Standard 7: Multimodal Literacies Students will **comprehend and communicate** knowledge through **alphabetic**, **aural**, visual, **spatial**, **and/or gestural content**.	Standard 7: Multimodal Literacies Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
Reading Students will **comprehend** and evaluate **multimodal content**.	Reading Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
K.7.R Students will explore ideas and topics in **multimodal content**.	K.7.R.2 Students will explore how ideas and topics are depicted in a variety of media and formats.	
This objective was removed in 2021.	K.7.R.1 Students will recognize formats of print and digital text with guidance and support.	
Writing Students will create multimodal **content** to communicate **effectively**.	Writing Students will create multimodal texts to communicate knowledge and develop arguments.	
K.7.W Students will **combine movement with relevant** props, images, or illustrations to support **their writing and speaking**.	K.7.W.2 Students will use appropriate props, images, or illustrations to support verbal communication.	

2021	2016	Notes/Analysis
This objective was removed in 2021.	K.7.W.1 Students will use appropriate technology to communicate with others with guidance and support.	
Standard 8: Independent Reading and Writing Students will read and write **independently** for a variety of purposes and **periods of time**.	Standard 8: Independent Reading and Writing Students will read and write for a variety of purposes including, but not limited to, academic and personal.	
Reading Students will read **self-selected** texts independently, **choosing genres to suit and expand their personal preferences** and purposes.	Reading Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	
K.8.R Students will **listen and respond** to read-alouds, **participate in** shared reading, and interact independently with texts.	K.8.R Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.	
Writing Students will write independently, **intentionally selecting** modes, **purposes**, and audiences.	Writing Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	
K.8.W Students will express their ideas **using a** combination of drawing and emergent writing with **prompting**.	K.8.W Students will express their ideas through a combination of drawing and emergent writing with guidance and support.	

Grade 1 Crosswalk

2021	2016	Notes/Analysis
Standard 1: **Listening and Speaking** Students will listen and speak effectively in a variety of situations.	Standard 1: Speaking and Listening Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
Listening Students will develop and apply effective communication skills through active listening.	Reading Students will develop and apply effective communication skills through speaking and active listening.	
1.1.**L.1** Students will actively listen using agreed-upon discussion rules.	1.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion.	
1.1.**L.2** Students will follow simple two- **and three-step oral** directions.	1.1.R.4 Students will restate and follow simple two-step directions.	
Speaking Students will develop and apply effective communication skills to **share ideas** through speaking.	Writing Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
1.1.**S.1** Students will work respectfully **with peers.**	1.1.W.2 Students will work respectfully in groups.	
1.1.**S.2** Students will engage in collaborative discussions about **various** topics and texts, **including their own writing,** with peers in small and large groups.	1.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.	

2021	2016	Notes/Analysis
1.1.**S.3** Students will ask and answer **relevant** questions to seek help or get information to confirm understanding.	1.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding.	
1.1.**S.4** Students will orally describe people, places, things, and events with relevant details expressing their ideas.	1.1.W.1 Students will orally describe people, places, things, and events with relevant details expressing their ideas.	
Standard 2: Reading **and Writing** Foundations Students will develop foundational skills for reading **and writing proficiency** by working with sounds, letters, and text.	Standard 2: Reading Foundations Students will develop foundational skills for future reading success 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.	Phonological Awareness Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.	
1.2.PA.1 Students will count, segment, blend, and delete syllables in spoken words.	This objective did not exist in 2016.	
1.2.PA.**2** Students will blend and segment onset and rime in spoken words (e.g., /ch/+ at = *chat*).	1.2.PA.1 Students will blend and segment onset and rime in spoken words (e.g., /ch/+ /at/ = chat).	
1.2.PA.3 Students will isolate and pronounce medial sounds in spoken words.	1.2.PA.3 Students will isolate and pronounce initial, medial, and final sounds in spoken words.	

2021	2016	Notes/Analysis
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*).	1.2.PA.4 Students will blend phonemes to form spoken words with 4 to 6 phonemes) including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/=string).	
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/).	1.2.PA.5 Students will segment phonemes in spoken words with 4 to 6 phonemes into individual phonemes (e.g. string= /s/ /t/ /r/ /i/ /ng/).	
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.**	1.2.PA.6 Students will add, delete, and substitute phonemes in spoken words (e.g., “add /g/ to the beginning of low to say ‘glow;’ “remove the /idge/ from ‘bridge,’ to say ‘br;’ “change the /ar/ in ‘charm’ to /u/ to say ‘chum’).	
This objective was removed in 2021.	1.2.PA.2 Students will differentiate short from long vowel sounds in one syllable words.	
Print Concepts Students will demonstrate their understanding of the organization and basic features of print.	Print Concepts Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.	

2021	2016	Notes/Analysis
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**).	1.2.PC.2 Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation, comma, quotation marks).	
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.	1.2.PC.1 Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.	
Phonics and Word Study: Students will decode words by applying phonics and word analysis skills in context and isolation.	Phonics and Word Study Students will decode and read words in context and isolation by applying phonics and word analysis skills.	
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., ă, ĕ, ĭ, ŏ, ŭ**) **c**. consonant blends (e.g., bl, br, cr) **d**. consonant digraphs and trigraphs (e.g., sh, tch) **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**	1.2.PWS.1 Students will decode phonetically regular words by using their knowledge of: ● single consonants (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/) ● consonant blends (e.g., bl, br, cr) ● consonant digraphs and trigraphs (e.g., sh-, -tch) ● vowel sounds: ○ long ○ short ● r -controlled vowels (e.g., ar, er, ir or, ur) ● vowel spelling patterns: ○ vowel digraphs (e.g., ea, oa, ee) ○ vowel-consonant-silent-e (e.g., lake)	

2021	2016	Notes/Analysis
1.2.PWS.2* Students will decode words by applying knowledge of **syllable types in one-syllable words**: **a**. closed **b**. open ***sequential skills**	1.2.PWS.2 Students will decode words by applying knowledge of structural analysis: ● most major syllable patterns (e.g., closed, open, vowel team, vowel silent e, r-controlled) ● inflectional endings (e.g., -s, -ed, -ing) ● compound words ● contractions	
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**		
This objective was removed in 2021.	1.2.PWS.3 Students will read words in common word families (e.g., -at, -ab, -am, -in).	
Spelling/Encoding **Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.**	This strand did not exist in 2016.	
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**	This objective did not exist in 2016.	

2021	2016	Notes/Analysis
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).	This objective did not exist in 2016.	
Fluency Students will read grade-level text smoothly and accurately, with **appropriate** expression.	Fluency Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	
1.2.F.1 Students will **expand their sight word vocabulary by reading regularly- and** irregularly-spelled words **in isolation and context** with **increasing** automaticity.	1.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.	
1.2.F.2 Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.	1.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	
Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.	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.	Reading Students will read and comprehend increasingly complex literary and informational texts.	

2021	2016	Notes/Analysis
1.2.R.1 Students will **identify the topic or** main idea **with some supporting** details **of a** text.	1.2.R.1 Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.	
1.2.R.2 Students will discriminate between fiction and nonfiction **genres**.	1.2.R.2 Students will discriminate between fiction and nonfiction/informational text.	
1.2.R.3 Students will sequence the plot (i.e., beginning, middle, and end) of a story.	1.2.R.3 Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text .	
1.2.R.4 Students will retell facts and details from an informational text.		
Writing Students will engage in a recursive process that **may** include prewriting, drafting, revising, editing, and publishing.	Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	
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.	1.2.W.1 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression	
1.2.W.2 Students will develop drafts by sequencing the action in a story or details about a topic through writing sentences.	1.2.W.2 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support.	
1.2.W.3 Students will revise drafts by adding and/or deleting text.	This objective did not exist in 2016.	

2021	2016	Notes/Analysis
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**.	1.2.W.3 Students will correctly spell grade-appropriate, highly decodable words (e.g., cup, like, cart) and common irregularly spelled sight words (e.g., the) while editing.	
	1.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook).	
1.2.W.5 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, author's chair).	This objective did not exist in 2016.	
Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	
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.	Reading Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
1.3.R.1 Students will identify the author's purpose (i.e., tell a story, provide information) with **prompting**.	1.3.R.1 Students will identify the author's purpose (i.e., tell a story, provide information) with guidance and support.	
1.3.R.2 Students will describe who is telling a story with **prompting**.	1.3.R.2 Students will describe who is telling the story (i.e., point of view).	

2021	2016	Notes/Analysis
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	1.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: ● setting (i.e., time, place) ● plot ● main characters and their traits in a story	
1.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.	1.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, why,and when) about texts.	
1.3.R.5 Students will begin to use details from a text to draw conclusions and make predictions.	This objective did not exist in 2016.	
1.3.R.**6** Students will begin to locate facts that are clearly stated in a text.	1.3.R.5 Students will begin to locate facts that are clearly stated in a text.	
Writing Students will **thoughtfully** and **intentionally** write, **addressing a range of** modes, purposes, and audiences.	Writing Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
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**.	1.3.W.1 Students will begin to write narratives incorporating characters, plot (i.e., beginning, middle, end) , and a basic setting (i.e., time, place) with guidance and support.	

2021	2016	Notes/Analysis
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**.	1.3.W.2 Students will begin to write facts about a subject in response to a text read aloud to demonstrate understanding with guidance and support.	
1.3.W.3 Students will **write** an opinion about a topic and provide a reason to support the opinion **with prompting**.	1.3.W.3 Students will express an opinion in writing about a topic and provide a reason to support the opinion.	
Standard 4: Vocabulary Students will expand and **apply** their **spoken** and **reading** vocabularies to **speak, read**, and **write** effectively.	Standard 4: Vocabulary Students will expand their working vocabularies to effectively communicate and understand texts.	
Reading Students will expand **their** grade-level vocabularies through reading, word study, and class discussion.	Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	
1.4.R.1 Students will begin to determine relationships among words, including synonyms and antonyms.	This objective did not exist in 2016.	
1.4.R.**2** Students will use context clues to determine the meaning of words with **prompting**.	1.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.	
1.4.R.**3** Students will use word parts (e.g., affixes, **Anglo-Saxon** roots, stems) to define unfamiliar words with **prompting**.	1.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define unfamiliar words with guidance and support.	

2021	2016	Notes/Analysis
1.4.R.**4** Students will begin to use **grade-level resource materials (e.g., simple** dictionary**, glossary) to clarify the meaning of** words.	1.4.R.5 Students will use a dictionary (print and/or electronic) to find words.	
1.4.R.**5** Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.	1.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.	
This objective was removed in 2021.	1.4.R.4 Students will name and sort words into categories based on common attributes.	
Writing Students will apply knowledge of vocabulary to **speak and write effectively**.	Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
1.4.W.1 Students will use **grade-level** vocabulary to communicate ideas **through speaking and** writing.	1.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.	
1.4.W.2 Students will **use language in speaking and** writing according to purpose with **prompting**.	1.4.W.2 Students will select appropriate language according to purpose in writing with guidance and support.	
Standard 5: Language Students will **expand** and apply knowledge of grammar, **usage**, **mechanics**, and style to **comprehend texts and communicate effectively**.	Standard 5: Language Students will apply knowledge of grammar and rhetorical style to reading and writing.	

2021	2016	Notes/Analysis
Reading Students will **expand** and apply knowledge of grammar, **usage**, **mechanics**, and style to **comprehend**, analyze, and/or evaluate a variety of texts.	Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
1.5.R.1 Students will recognize simple sentences.	This objective did not exist in 2016.	
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***	1.5.R.1 Students will recognize nouns as concrete objects (i.e., people persons, places, and things) and use the pronoun “I . ”	
	1.5.R.2 Students will recognize verbs as actions	
	1.5.R.3 Students will recognize color and number adjectives.	
	1.5.R.4 Students will recognize the prepositions (e.g., The dog is on top of the doghouse) through pictures and movement.	
	1.5.R.5 Students will recognize singular and plural nouns with correct verbs in simple sentences (e.g. He sits; we sit).	
Writing Students will **expand** and **apply** knowledge of grammar, usage, mechanics, and **style to speak and write effectively,** demonstrating standard **usage when appropriate**.	Writing Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	

2021	2016	Notes/Analysis
1.5.W.**1** Students will compose simple sentences **that conclude** with an end mark.	1.5.W.2 Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.	
1.5.W.2 Students will use nouns, verbs, and adjectives to add clarity and variety to their writing.	This objective did not exist in 2016.	
1.5.W**.3** Students will capitalize the first letter of a sentence, proper names, and months and days of the week.	1.5.W.1 Students will capitalize: ● the first letter of a sentence ● proper names ● months and days of the week	
1.5.W**.4** Students will **use periods, question marks, and exclamation points**.	1.5.W.2 Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.	
Standard 6: Research Students will engage in inquiry to acquire, refine, and **communicate accurate information**.	Standard 6: Research Students will engage in inquiry to acquire, refine, and share knowledge.	
Reading Students will **gather**, comprehend, evaluate, and synthesize **researched information** to acquire and refine knowledge.	Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
1.6.R.1 Students will **identify** who can answer questions about their topic or what resources they will need to find the information.	1.6.R.1 Students will decide who can answer questions about their topic or what resources they will need to find the information.	

2021	2016	Notes/Analysis
1.6.R.2 Students will identify **and use** graphic and text features to understand texts: ● photos ● illustrations ● titles ● labels ● headings ● charts ● graphs	1.6.R.2 Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text.	
1.6.R.3 Students will identify the location and purpose of the **table of contents and glossary**.	1.6.R.3 Students will identify the location and purpose of various visual and text reference sources.	
Writing Students will **synthesize information ethically through speaking and writing**.	Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
1.6.W.1 Students will generate questions about topics of interest **for research**.	1.6.W.1 Students will generate questions about topics of interest.	
1.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids with **prompting.**	1.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids with guidance and support.	
1.6.W.3 Students will **share relevant information for various purposes**.	1.6.W.3 Students will make informal presentations of information gathered.	
Standard 7: Multimodal Literacies Students will **comprehend and communicate** knowledge through **alphabetic**, **aural**, visual, **spatial**, **and/or gestural content**.	Standard 7: Multimodal Literacies Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	

2021	2016	Notes/Analysis
Reading Students will **comprehend** and evaluate **multimodal content**.	Reading Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
1.**7.R** Students will **explain** how ideas and topics are depicted in **multimodal content**.	1.7.R.2 Students will explore and compare how ideas and topics are depicted in a variety of media and formats.	
This objective was removed in 2021.	1.7.R.1 Students will use provided print and digital resources with guidance and support.	
Writing Students will create multimodal **content** to communicate **effectively**.	Writing Students will create multimodal texts to communicate knowledge and develop arguments.	
1.**7.W** Students will use a **combination of writing, sound, visual content, and/or movement** to communicate ideas, thoughts, and feelings.	1.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.	
	1.7.W.2 Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.	
Standard 8: Independent Reading and Writing Students will read and write **independently** for a variety of purposes and **periods of time**.	Standard 8: Independent Reading and Writing Students will read and write for a variety of purposes including, but not limited to, academic and personal.	

2021	2016	Notes/Analysis
Reading Students will read **self-selected** texts independently, **choosing genres to suit and expand their personal preferences** and purposes.	Reading Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	
1.8.R Students will select texts for academic and personal purposes and read independently for extended periods of time.	1.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.	
Writing Students will write independently, **intentionally selecting** modes, **purposes**, and audiences.	Writing Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	
1.8.W Students will write independently **using** a combination of emergent and conventional writing with **prompting**.	1.8.W Students will write independently for extended and shorter periods of time through a combination of emergent and conventional writing with guidance and support.	

Grade 2 Crosswalk

2021	2016	Notes/Analysis
Standard 1: **Listening and Speaking** Students will listen and speak effectively in a variety of situations.	Standard 1: Speaking and Listening Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
Listening Students will develop and apply effective communication skills through active listening.	Reading Students will develop and apply effective communication skills through speaking and active listening.	
2.1.**L.**1 Students will actively listen using **agreed-upon** discussion rules.	2.1.R.1 Students will actively listen and speak using appropriate discussion rules.	
2.1.**L.2** Students will follow multi-step **oral** directions.	2.1.R.4 Students will restate and follow multi-step directions.	
Speaking Students will develop and apply effective communication skills to **share ideas** through speaking.	Writing Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
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.	2.1.W.2 Students will work respectfully within groups, share responsibility for collaborative work, and value individual contributions made by each group member.	
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.	2.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.	

2021	2016	Notes/Analysis
2.1.**S.3** Students will ask and answer **relevant** questions to seek help, get information, or clarify information to confirm understanding.	2.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding.	
2.1.**S.4** Students will report on a topic or text, tell a story, or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.	2.1.W.1 Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
Standard 2: Reading and Writing Foundations Students will develop foundational skills for reading **and writing proficiency** by working with sounds, letters, and text.	Standard 2: Reading Foundations Students will develop foundational skills for future reading success 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.	Phonological Awareness Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.	
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*).	This objective did not exist in 2016.	

2021	2016	Notes/Analysis
Print Concepts Students will demonstrate their understanding of the organization and basic features of print.	Print Concepts Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.	
2.2.PC Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.	2.2.PC Students will correctly form letters in print 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.	Phonics and Word Study Students will decode and read words in context and isolation by applying phonics and word analysis skills.	

2021	2016	Notes/Analysis
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) **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**	2.2.PWS.1 Students will decode one- and two - syllable words by using their knowledge of: ● single consonants, including those with two different sounds (e.g., soft and hard c [cent, cat] and g [gem,goat]) ● consonant blends (e.g., bl, br, cr) ● consonant digraphs and trigraphs (e.g., sh-, -tch) ● vowel sounds: ○ long ○ short ○ “r” controlled vowels (e.g., ar, er, ir or, ur) ● vowel spelling patterns: ○ vowel digraphs (e.g., ea, oa, ee) ○ vowel-consonant-silent-e (e.g., lake) ○ vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy]	
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**	2.2.PWS.2 Students will decode words by applying knowledge of structural analysis: ● all major syllable patterns (e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled) ● inflectional endings (e.g., -s, -ed, -ing) ● compound words ● contractions ● abbreviations ● common roots and related prefixes and suffixes	

2021	2016	Notes/Analysis
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**	2.2.PWS.2 Students will decode words by applying knowledge of structural analysis: ● all major syllable patterns (e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled) ● inflectional endings (e.g., -s, -ed, -ing) ● compound words ● contractions ● abbreviations ● common roots and related prefixes and suffixes	
This objective was removed in 2021.	2.2.PWS.3 Students will read words in common word families (e.g., -ight, -ink, -ine, ow) .	
Spelling/Encoding **Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.**	This strand did not exist in 2016.	
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**	This objective did not exist in 2016.	

2021	2016	Notes/Analysis
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**	This objective did not exist in 2016.	
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**	This objective did not exist in 2016.	
Fluency Students will read grade-level text smoothly and accurately, with **appropriate** expression.	Fluency Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	
2.2.F.1 Students will **expand their sight word vocabulary by** read**ing regularly- and** irregularly-spelled words **in isolation and context with increasing** automaticity.	2.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.	

2021	2016	Notes/Analysis
2.2.F.2 Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.	2.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	
Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.	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.	Reading Students will read and comprehend increasingly complex literary and informational texts.	
2.2.R.1 Students will **identify** the main idea and supporting details of a text.	2.2.R.1 Students will locate the main idea and supporting details of a text.	
2.2.R.2 Students will **identify elements of various** genres **in fiction and nonfiction texts**.	2.2.R.2 Students will begin to compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.	
2.2.R.3 Students will begin to summarize the plot of a story to include the beginning, middle, and end.	2.2.R.3 Students will begin to summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text .	
2.2.R.4 Students will begin to summarize **facts and details from an informational** text.		
Writing Students will engage in a recursive process that **may** include prewriting, drafting, revising, editing, and publishing.	Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	

2021	2016	Notes/Analysis
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.	2.2.W.1 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences.	
2.2.W.2 Students will edit drafts using appropriate spacing between letters, words, and sentences.	2.2.W.2 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences.	
2.2.W.3 Students will revise drafts by adding, deleting, and/or moving text.	This objective did not exist in 2016.	
2.2.W.4 Students will correctly spell grade**-level** words while editing using resources **as needed**.	2.2.W.3 Students will correctly spell grade-appropriate words while editing.	
	2.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, dictionaries).	
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).	This objective did not exist in 2016.	
Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	

2021	2016	Notes/Analysis
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.	Reading Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
2.3.R.1 Students will determine the author's purpose (i.e., tell a story, provide information).	2.3.R.1 Students will determine the author's purpose (i.e., tell a story, provide information).	
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**.	2.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.	
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**	2.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: ● setting (i.e., time, place) ● plot ● characters ● characterization	
2.3.R.4 Students will find examples of literary devices: ● simile ● alliteration ● **onomatopoeia**	2.3.R.4 Students will find examples of literary devices: ● simile ● metaphor	
2.3.R.**5** Students will **use details from the literary or informational text to draw conclusions and make predictions.**	2.3.R.7 Students will answer inferential questions (e.g., how and why) with guidance and support.	

2021	2016	Notes/Analysis
2.3.R.**6** Students will locate facts that are clearly stated in an **informational** text.	2.3.R.5 Students will locate facts that are clearly stated in a text.	
2.3.R.**7** Students will describe the structure of an **informational** text with prompting: ● description ● sequential	2.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.	
Writing Students will **thoughtfully** and **intentionally** write, **addressing a range of** modes, purposes, and audiences.	Writing Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
2.3.W.1 Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place).	2.3.W.1 Students will write narratives incorporating characters, plot (i.e., beginning, middle, end) , and a basic setting (i.e., time, place) with guidance and support.	
2.3.W.2 Students will write facts about a **topic** and include a main idea with supporting details **in a paragraph**.	2.3.W.2 Students will write facts about a subject and include a main idea with supporting details.	
2.3.W.3 Students will **write** an opinion about a topic and provide reasons as support **in a paragraph**.	2.3.W.3 Students will express an opinion about a topic and provide reasons as support.	

2021	2016	Notes/Analysis
Standard 4: Vocabulary Students will expand and **apply** their **spoken** and **reading** vocabularies to **speak**, **read**, and **write** effectively.	Standard 4: Vocabulary Students will expand their working vocabularies to effectively communicate and understand texts.	
Reading Students will expand **their** grade-level vocabularies through reading, word study, and class discussion.	Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	
2.4.R.**1** Students will **determine** relationships among words, including synonyms, antonyms, and simple multiple-meaning words.	2.4.R.4 Students will infer relationships among words, including synonyms, antonyms, and simple multiple-meaning words.	
2.4.R.**2** Students will use context clues to determine the meaning of words.	2 4.R.3 Students will use context clues to determine the meaning of words with guidance and support.	
2.4.R.**3** Students will use word parts (e.g., affixes, **Anglo-Saxon** roots, stems) to define and determine the meaning of new words.	2.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.	
2.4.R.**4** Students will use **grade-level resource materials (e.g., simple** dictionary, glossary**)** to clarify the meaning of words.	2.4.R.5 Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings of words or phrases.	
2.4.R.**5** Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.	2 4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.	

2021	2016	Notes/Analysis
Writing Students will apply knowledge of vocabulary to **speak and write effectively**.	Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
2.4.W.1 Students will use **grade-level** vocabulary to communicate ideas **through speaking and** writing.	2.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.	
2.4.W.2 Students will **use** language **in speaking and** writing according to purpose **and audience**.	2.4.W.2 Students will select appropriate language according to purpose in writing.	
Standard 5: Language Students will **expand** and apply knowledge of grammar, **usage**, **mechanics**, and style to **comprehend texts and communicate effectively**.	Standard 5: Language Students will apply knowledge of grammar and rhetorical style to reading and writing.	
Reading Students will **expand** and apply knowledge of grammar, **usage**, **mechanics**, and style to **comprehend**, analyze, and/or evaluate a variety of texts.	Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
2.5.R.1 Students will recognize simple and compound sentences.	This objective did not exist in 2016.	

2021	2016	Notes/Analysis
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**	2.5.R.1 Students will recognize nouns, pronouns, and irregular plural nouns.	
	2.5.R.2 Students will recognize different types and tenses of verbs.	
	2.5.R.3 Students will recognize adjectives.	
	2.5.R.4 Students will recognize prepositions.	
	2.5.R.5 Students will recognize the subject and predicate of a sentence.	
Writing Students will **expand** and **apply** knowledge of grammar, **usage**, mechanics, and **style to speak and write effectively,** demonstrating **standard usage when appropriate**.	Writing Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
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.	2.5.W.3 Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks.	
2.5.W.2 Students will use nouns, verbs, and adjectives to add clarity and variety to their writing.	This objective did not exist in 2016.	

2021	2016	Notes/Analysis
2.5.W.**3** Students will punctuate **initials** and capitalize holidays, product names, initials, and months and days of the week.	2.5.W.1 Students will capitalize and appropriately punctuate: ● the first letter of a quotation ● holidays ● product names ● initials ● months and days of the week	
2.5.W.**4** Students will **use periods** with declarative and imperative sentences, **question marks** with interrogative sentences, and **exclamation points** with exclamatory sentences.	2.5.W.3 Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks.	
2.5.W.**5** Students will use **apostrophes to form** simple contractions (e.g., *isn't , aren't , can't*).	2.5.W.2 Students will use simple contractions (e.g., isn't, aren't, can't).	
2.5.W.6 Students will use commas in dates (e.g., September 6, 2020).	This objective did not exist in 2016.	
2.5.W.7 Students will use a colon to indicate time (e.g., The bell rings at 3:15.).	This objective did not exist in 2016.	
Standard 6: Research Students will engage in inquiry to acquire, refine, and **communicate accurate information**.	Standard 6: Research Students will engage in inquiry to acquire, refine, and share knowledge.	
Reading Students will **gather**, comprehend, evaluate, and synthesize **researched information** to acquire and refine knowledge.	Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	

2021	2016	Notes/Analysis
2.6.R.1 Students will create their own questions to find information on their topic.	2.6.R.1 Students will create their own questions to find information on their topic.	
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	2.6.R.2 Students will use graphic features including photos, illustrations, titles, labels, headings, subheadings, charts, and graphs to understand a text.	
2.6.R.3 Students will consult various text reference sources to gather information **(i.e., title page, table of contents, glossary, index)**.	2.6.R.3 Students will consult various visual and text reference sources to gather information.	
Writing Students will **synthesize information ethically through speaking and writing**.	Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
2.6.W.1 Students will generate a list of topics and questions **about an area** of interest **for research**.	2.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.	
2.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.	2.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.	

2021	2016	Notes/Analysis
2.6.W.3 Students will organize and **share relevant** information **for various purposes**.	2.6.W.3 Students will organize and present their information in written and/or oral reports or display.	
Standard 7: Multimodal Literacies Students will **comprehend and communicate** knowledge through **alphabetic**, **aural**, visual, **spatial, and/or gestural content**.	Standard 7: Multimodal Literacies Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
Reading Students will **comprehend** and evaluate **multimodal content**.	Reading Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
2.7.R Students will **explore and compare** ideas and topics **in multimodal content**.	2.7.R.1 Students will locate and use print and digital resources with guidance and support.	
	2.7.R.2 Students will explain how ideas and topics are depicted in a variety of media and formats.	
Writing Students will create multimodal **content** to communicate **effectively**.	Writing Students will create multimodal texts to communicate knowledge and develop arguments.	
This objective was removed in 2021.	2.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.	

2021	2016	Notes/Analysis
2.7.W Students will **use a combination of writing, sound, visual content, and/or movement** to communicate ideas, thoughts, and feelings.	2.7.W.2 Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.	
Standard 8: Independent Reading and Writing Students will read and write **independently** for a variety of purposes and **periods of time**.	Standard 8: Independent Reading and Writing Students will read and write for a variety of purposes including, but not limited to, academic and personal.	
Reading Students will read **self-selected** texts independently, choosing **genres** to suit and expand their **personal preferences** and purposes.	Reading Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	
2.8.R Students will select texts for academic and personal purposes and read **independently** for extended periods of time.	2.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.	
Writing Students will write independently, **intentionally** selecting modes, **purposes**, and audiences.	Writing Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	
2.8.W Students will write independently **using print and/or typing over various lengths** of time **for a variety of purposes.**	2.8.W Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two).	

Grade 3 Crosswalk

2021	2016	Notes/Analysis
Standard 1: **Listening and Speaking** Students will listen and speak effectively in a variety of situations.	Standard 1: Speaking and Listening Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
Listening Students will develop and apply effective communication skills through active listening.	Reading Students will develop and apply effective communication skills through speaking and active listening.	
3.1.**L.1** Students will actively listen using **agreed-upon** discussion rules.	3.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules.	
3.1.**L.**2 Students will **actively listen and interpret a speaker's verbal messages** and ask questions to **clarify the speaker's purpose**.	3.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.	
Speaking Students will develop and apply effective communication skills to **share ideas** through speaking.	Writing Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
3.1.**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.	3.1.W.2 Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.	

2021	2016	Notes/Analysis
3.1.**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	3.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.	
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.	3.1.W.1 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.	
Standard 2: Reading and Writing Foundations Students will develop foundational skills for **reading and writing proficiency** by working with sounds, letters, and text.	Standard 2: Reading Foundations Students will develop foundational skills for future reading success 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.	Phonological Awareness Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.	
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*).	This objective did not exist in 2016.	

2021	2016	Notes/Analysis
This banner statement was removed in 2021.	*Students will continue to review and apply earlier grade level expectations for this standard. If phonological awareness 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.	Print Concepts Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.	
3.2.PC Students will correctly form **words** in print and cursive and use appropriate spacing for letters, words, and sentences	3.2.PC Students will correctly form letters 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.	Phonics and Word Study Students will decode and read words in context and isolation by applying phonics and word analysis skills.	
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**)**	3.2.PWS.1 Students will decode multisyllabic words using their knowledge of: ● "r" controlled vowels (e.g., *ar, er, ir or, ur*) ● vowel diphthongs (vowel combinations having two vowel sounds e.g., *oi* as in *boil*, *oy* as in *boy*]	

2021	2016	Notes/Analysis
3.2.PWS.2 Students will decode words by applying knowledge of structural analysis: ● contractions ● abbreviations ● common roots and related prefixes and suffixes ● **morphology**	3.2.PWS.2 Students will decode multisyllabic words by applying knowledge of structural analysis: ● all major syllable patterns ● contractions ● abbreviations ● common roots and related prefixes and suffixes	
3.2.PWS.3 Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.	3.2.PWS.3 Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.	
Spelling/Encoding **Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.**	This strand did not exist in 2016.	
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*)**	This objective did not exist in 2016.	

2021	2016	Notes/Analysis
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**	This objective did not exist in 2016.	
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)**	This objective did not exist in 2016.	
Fluency Students will read grade-level text smoothly and accurately, with **appropriate** expression.	Fluency Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	
3.2.F.1 Students will **expand their sight word vocabulary by reading regularly- and** irregularly-spelled words **in isolation and context with increasing** automaticity.	3.2.F.1 Students will read high frequency and/or irregularly spelled grade-level words with automaticity in text.	
3.2.F.2 Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.	3.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	
Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.	Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.	

2021	2016	Notes/Analysis
Reading Students will read and comprehend **inclusive**, **diverse**, and increasingly complex literary and informational texts.	Reading Students will read and comprehend increasingly complex literary and informational texts.	
3.2.R.1 Students will **determine** the main idea and supporting details of a text.	3.2.R.1 Students will locate the main idea and key supporting details of a text or section of text.	
3.2.R.2 Students will **identify elements of various** genres **in fiction, poetry, and nonfiction texts**.	3.2.R.2 Students will compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.	
3.2.R.3 Students will summarize and **sequence the important** events of a story.	3.2.R.3 Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.	
3.2.R.4 Students will summarize **facts and details from an informational** text.		
Writing Students will engage in a recursive process that **may** include prewriting, drafting, revising, editing, and publishing.	Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	
3.2.W.1 Students will **routinely use a recursive process to prewrite,** organize**, and develop narrative, informative, and opinion drafts that display evidence of** paragraphing.	3.2.W.1 Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations.	
3.2.W.2 Students will **routinely use a recursive process to** revise **content** for clarity, **coherence**, and organization **(e.g., logical order and transitions)**.	3.2.W.2 Students will edit drafts and revise for clarity and organization.	

2021	2016	Notes/Analysis
3.2.W.3 Students will **routinely and recursively edit drafts for punctuation, capitalization, and** correctly-spelled grade**-level** words**,** using resources **as needed**.	3.2.W.3 Students will correctly spell grade-appropriate words while editing.	
	3.2.W.4 Students will use resources to find correct spellings of words (e.g., wordwall, vocabulary notebook, print and electronic dictionaries).	
3.2.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).	This objective did not exist in 2016.	
Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	
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.	Reading Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
3.3.R.1 Students will determine if the author's purpose is to entertain, inform, or persuade.	3.3.R.1 Students determine the author's stated and implied purpose (i.e., entertain, inform, persuade) .	
3.3.R.2 Students will **determine** whether a grade-level literary text is narrated in first- or third-person point of view.	3.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.	

2021	2016	Notes/Analysis
3.3.R.3 Students will find examples of literary elements: ● setting ● plot ● characters ● characterization	3.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: ● setting (i.e., time, place) ● plot ● characters ● characterization ● theme	
3.3.R.4 Students will find examples of literary devices: ● personification ● hyperbole ● simile ● **alliteration** ● onomatopoeia	3.3.R.4 Students will find examples of literary devices: ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole	
3.3.R.**5** Students will answer inferential questions, using **a** text to support answers.	3.3.R.7 Students will ask and answer inferential questions using the text to support answers with guidance and support.	
3.3.R.**6** Students will distinguish fact from opinion in an **informational** text.	3.3.R.5 Students will distinguish fact from opinion in a text.	
3.3.R.**7** Students will describe the structure of an **informational** text: ● problem/solution ● description ● sequential	3.3 R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.	

2021	2016	Notes/Analysis
Writing Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.	Writing Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
3.3.W.1 Students will write narratives incorporating: ● setting ● plot ● characters ● **characterization**	3.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, and conflict (i.e., solution and resolution).	
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**.	3.3.W.2 Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.	
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**.	3.3.W.3 Students will express an opinion about a topic and provide reasons as support.	
Standard 4: Vocabulary Students will expand and **apply** their **spoken and reading** vocabularies to **speak, read, and write** effectively.	Standard 4: Vocabulary Students will expand their working vocabularies to effectively communicate and understand texts.	
Reading Students will expand **their** grade-level vocabularies through reading, word study, and class discussion.	Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	

2021	2016	Notes/Analysis
3.4.R.**1** Students will **identify** relationships among words, including synonyms, antonyms, **homophones**, and homographs.	3.4.R.4 Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.	
3.4.R.**2** Students will use context clues to **clarify** the meaning of words.	3.4.R.3 Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.	
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.	3.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.	
3.4.R.**4** Students will consult **reference materials** (e.g., dictionaries, glossaries, **thesauruses**) to **comprehend** the words in a **text**.	3.4.R.5 Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.	
3.4.R.**5** Students will **acquire new** grade-level vocabulary, **relate new words to prior knowledge**, and **apply vocabulary in various contexts**.	3.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	
Writing Students will apply knowledge of vocabulary to **speak and write effectively**.	Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
3.4.W.1 Students will use **grade-level** vocabulary in writing to clearly communicate ideas.	3.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.	

2021	2016	Notes/Analysis
3.4.W.2 Students will **use precise vocabulary** in writing for the **intended mode and effect on the audience**.	3.4.W.2 Students will select appropriate language according to purpose in writing.	
Standard 5: Language Students will **expand** and apply knowledge of grammar, **usage**, **mechanics**, and style to **comprehend texts and communicate effectively**.	Standard 5: Language Students will apply knowledge of grammar and rhetorical style to reading and writing.	
Reading Students will **expand** and apply knowledge of grammar, **usage**, **mechanics**, and style to **comprehend**, analyze, and/or evaluate a variety of texts.	Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
3.5.R.1 Students will recognize simple and compound sentences.	This objective did not exist in 2016.	

2021	2016	Notes/Analysis
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 ● preposition**al 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*)**	3.5.R.1 Students will recognize pronouns and possessive nouns.	
	3.5.R.2 Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.	
	3.5.R.3 Students will recognize adjectives, articles as adjectives, and adverbs.	
	3.5.R.4 Students will recognize prepositions and conjunctions.	
This objective begins in Grade 4 in 2021.	3.5.R.5 Students will recognize the subject and verb agreement.	
Writing Students will **expand and apply knowledge** of grammar, usage, mechanics, **and style to speak and write effectively,** demonstrating **standard usage when appropriate**.	Writing Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
3.5.W.**1** Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, **avoiding and correcting fragments**.	3.5.W.4 Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences.	
3.5.W.2 Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.	This objective did not exist in 2016.	

2021	2016	Notes/Analysis
3.5.W.**3** Students will capitalize and punctuate titles of respect, words in titles, and geographical names.	3.5.W.1 Students will capitalize and appropriately punctuate: ● titles of respect ● appropriate words in titles ● geographical names	
3.5.W.**4** Students will **use periods with declarative and imperative** sentences**, question marks with interrogative** sentences**, and exclamation points with exclamatory** sentences.	3.5.W.3 Students will compose and expand grammatically correct sentences and questions with appropriate commas, apostrophes, quotation marks, and end marks as needed for dialogue.	
3.5.W.**5** Students will use **apostrophes to form** complex contractions (e.g., *should've, won't, y'all*) **and to show possession**.	3.5.W.2 Students will use complex contractions (e.g., should've, won't).	
3.5.W.**6** Students will **use** commas **before a coordinating conjunction and to separate individual words in a series**.	3.5.W.3 Students will compose and expand grammatically correct sentences and questions with appropriate commas, apostrophes, quotation marks, and end marks as needed for dialogue.	
3.5.W.7 Students will use a colon to indicate time.	This objective did not exist in 2016.	
3.5.W.**8** Students will **use** quotation marks **to indicate** dialogue.	3.5.W.3 Students will compose and expand grammatically correct sentences and questions with appropriate commas, apostrophes, quotation marks, and end marks as needed for dialogue.	

2021	2016	Notes/Analysis
Standard 6: Research Students will engage in inquiry to acquire, refine, and **communicate accurate information**.	Standard 6: Research Students will engage in inquiry to acquire, refine, and share knowledge.	
Reading Students will **gather**, comprehend, evaluate, and synthesize **researched information** to acquire and refine knowledge.	Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
3.6.R.1 Students will **conduct research to answer** questions**, including self-generated** questions**, and to build knowledge**.	3.6.R.1 Students will use their own questions to find information on their topic.	
3.6.R.2 Students will **identify** and use **text** features **(e.g., graphics,** captions, subheadings, italics, charts, **tables**, legends**) to comprehend informational texts**.	3.6.R.2 Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.	
3.6.R.3 Students will **begin** to determine the relevance of the information gathered.	3.6.R.4 Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support.	
This objective was removed in 2021.	3.6.R.3 Students will locate information in visual and text reference sources, electronic resources, and/or interviews.	

2021	2016	Notes/Analysis
Writing Students will **synthesize information ethically through speaking and writing**.	Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
3.6.W.1 Students will **choose** a topic of interest and generate **several** questions about it **for research**.	3.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.	
3.6.W.2 Students will **begin to** organize information found during research, **following a modified citation style (i.e., author, title, publication year)**.	3.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.	
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**.	3.6.W.3 Students will summarize and present information in a report.	
Standard 7: Multimodal Literacies Students will **comprehend and communicate** knowledge through **alphabetic, aural,** visual**, spatial, and/or gestural content**.	Standard 7: Multimodal Literacies Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
Reading Students will **comprehend** and evaluate **multimodal content**.	Reading Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	

2021	2016	Notes/Analysis
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**.	3.7.R.1 Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.	
Writing Students will create multimodal **content** to communicate **effectively**.	Writing Students will create multimodal texts to communicate knowledge and develop arguments.	
3.7.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**	3.7.W.1 Students will create multimodal content that communicates an idea using technology or appropriate media.	
	3.7.W.2 Students will create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	
Standard 8: Independent Reading and Writing Students will read and write **independently** for a variety of purposes and **periods of time**.	Standard 8: Independent Reading and Writing Students will read and write for a variety of purposes including, but not limited to, academic and personal.	
Reading Students will read **self-selected** texts independently, **choosing genres to suit and expand their personal preferences and** purposes.	Reading Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	
3.8.R Students will read **selected** texts independently and for **various lengths** of time, **choosing genres to suit and expand their personal preferences** and purposes.	3.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.	

2021	2016	Notes/Analysis
Writing Students will write independently, **intentionally selecting** modes**, purposes,** and audiences.	Writing Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	
3.8.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.	3.8.W Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.	

Grade 4 Crosswalk

2021	2016	Notes/Analysis
Standard 1: **Listening and Speaking** Students will listen and speak effectively in a variety of situations.	Standard 1: Speaking and Listening Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
Listening Students will develop and apply effective communication skills through active listening.	Reading Students will develop and apply effective communication skills through speaking and active listening.	
4.1.**L.1** Students will actively listen using **agreed-upon** discussion rules.	4.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules.	
4.1.**L.2** Students will **actively listen and interpret a speaker's verbal messages** and ask questions to **clarify the speaker's purpose**.	4.1.R.2 Students will ask and answer questions to seek help, get information, or clarify information presented orally through text or other media to confirm understanding.	
Speaking Students will develop and apply effective communication skills to **share ideas** through speaking.	Writing Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
4.1.**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.	4.1.W.2 Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.	

2021	2016	Notes/Analysis
4.1.**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.	4.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	
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.	4.1.W.1 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.	
Standard 2: Reading and Writing Foundations Students will develop foundational skills for **reading and writing proficiency** by working with sounds, letters, and text.	Standard 2: Reading Foundations Students will develop foundational skills for future reading success 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.	Phonological Awareness Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.	
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.	*Students will continue to review and apply earlier grade level expectations for this standard. If phonological awareness skills are not mastered, students will address skills from previous grades.*	

2021	2016	Notes/Analysis
Print Concepts Students will demonstrate their understanding of the organization and basic features of print.	Print Concepts Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.	
4.2.PC Students will correctly form **words** in print and cursive and use appropriate spacing for letters, words, and sentences.	4.2.PC Students will correctly form letters 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.	Phonics and Word Study Students will decode and read words in context and isolation by applying phonics and word analysis skills.	
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)**	4.2.PWS.1 Students will use their combined knowledge of letter-sound correspondences, syllable patterns, morphology and semantics to accurately read unfamiliar words, including multisyllabic words.	
4.2.PWS.2 Students will **decode words by applying knowledge of structural analysis:** ● **contractions** ● **abbreviations** ● **common roots and related affixes** ● morphology ● semantics		

2021	2016	Notes/Analysis
Spelling/Encoding **Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.**	This strand did not exist in 2016.	
4.2.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)**	This objective did not exist in 2016.	
4.2.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**	This objective did not exist in 2016.	
Fluency Students will read grade-level text smoothly and accurately, with **appropriate** expression.	Fluency Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	
4.2.F.1 Students will **expand their sight word vocabulary by reading regularly- and** irregularly-spelled words **in isolation and context with increasing** automaticity.	4.2.F.1 Students will read high frequency and irregularly spelled grade-level words with automaticity in text.	

2021	2016	Notes/Analysis
4.2.F.2 Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.	4.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	
Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.	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.	Reading Students will read and comprehend increasingly complex literary and informational texts.	
4.2.R.1 Students will **determine** the key details that support the main idea of a **text**.	4.2.R.1 Students will distinguish how key details support the main idea of a passage.	
4.2.R.2 Students will compare **fiction, poetry, and** nonfiction **to distinguish** various genres.	4.2.R.2 Students will compare and contrast details in literary and nonfiction/informational texts to discriminate various genres.	
4.2.R.3 Students will summarize and **sequence the important** events of a story.	4.2.R.3 Students will summarize events or plots (i.e., beginning, middle, end, conflict, and climax) of a story or text .	
4.2.R.4 Students will summarize **facts and details from an informational** text.		
This objective was revised and moved to Grade 6 in 2021.	4.2.R.4 Students will begin to paraphrase main ideas with supporting details in a text.	
Writing Students will engage in a recursive process that **may** include prewriting, drafting, revising, editing, and publishing.	Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	

2021	2016	Notes/Analysis
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.	4.2.W.1 Students will develop drafts by categorizing ideas and organizing them into paragraphs.	
4.2.W.2 Students will **routinely use a recursive process to** revise **content** for clarity, **coherence**, and organization **(e.g., logical order and transitions)**.	4.2.W.2 Students will edit drafts and revise for clarity and organization.	
4.2.W.3 Students will **routinely and recursively edit drafts for punctuation, capitalization, and** correctly-spelled grade**-level** words**,** using resources **as needed**.	4.2.W.3 Students will correctly spell grade-appropriate words while editing.	
	4.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).	
4.2.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).	This objective did not exist in 2016.	
Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	
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.	Reading Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	

2021	2016	Notes/Analysis
4.3.R.1 Students will determine the author's purpose (i.e., entertain, inform, persuade) **by identifying key details.**	4.3.R.1 Students will determine the author's purpose (i.e., entertain, inform, persuade) and infer the difference between the stated and implied purpose.	
4.3.R.2 Students will **determine** whether a grade-level literary text is narrated in first- or third-person point of view.	4.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.	
4.3.R.3 Students will **find textual evidence** of literary elements: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● **conflict**	4.3.R.3 Students will describe key literary elements: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● theme	
4.3.R.4 Students will find **textual evidence** of literary devices: ● metaphor ● **idiom** ● personification ● hyperbole ● simile ● **alliteration** ● onomatopoeia	4.3.R.4 Students will find examples of literary devices: ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole ● imagery ● symbolism* ● tone* *Students will find textual evidence when provided with examples.	
4.3.R.**5** Students will answer inferential questions using **evidence from one or more** texts to support answers.	4.3.R.7 Students will ask and answer inferential questions using the text to support answers.	

2021	2016	Notes/Analysis
4.3.R.**6** Students will distinguish fact from opinion in an **informational** text and **explain how reasons and facts support specific points**.	4.3.R.5 Students will distinguish fact from opinion in a text and investigate facts for accuracy.	
4.3.R.**7** Students will **distinguish** the structures of an **informational** text: ● cause/effect ● problem/solution ● description ● sequential	4.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect).	
Writing Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.	Writing Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
4.3.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**	4.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., solution and resolution), and dialogue.	

2021	2016	Notes/Analysis
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**	4.3.W.2 Students will write facts about a subject, including a clear main idea with supporting details, and use transitional and signal words.	
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**	4.3.W.3 Students will express an opinion about a topic and provide fact-based reasons as support.	
Standard 4: Vocabulary Students will expand and **apply** their **spoken and reading** vocabularies **to speak, read, and write effectively.**	Standard 4: Vocabulary Students will expand their working vocabularies to effectively communicate and understand texts.	
Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	

2021	2016	Notes/Analysis
4.4.R.**1** Students will **identify** relationships among words, including synonyms, antonyms, **analogies**, homophones, and homographs.	4. 4.R.4 Students will infer relationships among words with multiple meanings, including synonyms, antonyms, and more complex homographs and homonyms.	
4.4.R.**2** Students will use context clues to **clarify** the meaning of words.	4. 4.R.3 Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words	
4.4.R.**3** Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.	4. 4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of new words.	
4.4.R.**4** Students will **consult reference materials** (e.g., dictionaries, glossaries, thesauruses) **to comprehend the** words **in a text**.	4.4.R.5 Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.	
4.4.R.**5** Students will **acquire new** grade-level vocabulary, **relate new words to prior knowledge, and apply** vocabulary **in various contexts**.	4 4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	
Writing Students will apply knowledge of vocabulary to **speak and write effectively**.	Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
4.4.W.1 Students will use **grade-level** vocabulary in writing to clearly communicate ideas.	4.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.	

2021	2016	Notes/Analysis
4.4.W.2 Students will **use precise and vivid vocabulary** in writing **for the intended mode and** effect **on the audience**.	4.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	
Standard 5: Language Students will **expand** and apply knowledge of grammar, **usage**, **mechanics**, and style to **comprehend texts and communicate effectively**.	Standard 5: Language Students will apply knowledge of grammar and rhetorical style to reading and writing.	
Reading Students will **expand** and apply knowledge of grammar, **usage**, **mechanics**, and style to **comprehend**, analyze, and/or evaluate a variety of texts.	Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
4.5.R.1 Students will recognize simple and compound sentences.	This objective did not exist in 2016.	
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**	4.5.R.1 Students will recognize pronouns and irregular possessive nouns.	
	4.5.R.2 Students will recognize present perfect verbs and verb tense to identify settings, times, sequences, and conditions in text.	
	4.5.R.3 Students will recognize comparative and superlative adjectives and adverbs.	
	4.5.R.4 Students will recognize prepositional phrases and conjunctions.	
	4.5.R.5 Students will recognize the subject and verb agreement.	

2021	2016	Notes/Analysis
Writing Students will **expand and apply knowledge** of grammar, usage, mechanics, and **style to speak and write effectively, demonstrating standard usage when appropriate**.	Writing Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
4.5.W.**1** Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.	4.5.W.3 Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences.	
	4.5.W.4 Students will compose declarative, interrogative, imperative, and exclamatory sentences.	
4.5.W.2 Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.	This objective did not exist in 2016.	
4.5.W.3 Students will recognize and correct errors in subject and verb agreement.	This objective did not exist in 2016.	
4.5.W.**4** Students will capitalize familial relations, proper adjectives, conventions of letter writing, **and the first letter of a quotation**.	4.5.W.1 Students will capitalize ● familial relations ● proper adjectives ● conventions of letter writing	
4.5.W.**5** Students will **use periods with declarative and imperative** sentences**, question** marks **with interrogative** sentences**, and exclamation points with exclamatory** sentences.	4.5.W.2 Students will compose and expand grammatically correct sentences and questions with appropriate commas, end marks, apostrophes, and quotation marks as needed for dialogue.	

2021	2016	Notes/Analysis
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**.	4.5.W.2 Students will compose and expand grammatically correct sentences and questions with appropriate commas, end marks, apostrophes, and quotation marks as needed for dialogue.	
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.**		
4.5.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.).	This objective did not exist in 2016.	
4.5.W.9 Students will **use** quotation marks **to indicate** dialogue**, quoted material, and titles of works.**	4.5.W.2 Students will compose and expand grammatically correct sentences and questions with appropriate commas, end marks, apostrophes, and quotation marks as needed for dialogue.	
4.5.W.10 Students will use underlining or italics to indicate titles of works.	This objective did not exist in 2016.	
Standard 6: Research Students will engage in inquiry to acquire, refine, and **communicate accurate information**.	Standard 6: Research Students will engage in inquiry to acquire, refine, and share knowledge.	
Reading Students will **gather**, comprehend, evaluate, and synthesize **researched information** to acquire and refine knowledge.	Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	

2021	2016	Notes/Analysis
4.6.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)**.	4.6.R.1 Students will use their own viable research questions to find information about a specific topic.	
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.	4.6.R.2 Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to interpret a text.	
4.6.R.3 Students will determine the relevance of the information gathered.	4.6.R.3 Students will determine the relevance and reliability of the information gathered.	
Writing Students will **synthesize information ethically through speaking and writing**.	Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
4.6.W.1 Students will generate a viable research question about a topic.	4.6.W.1 Students will generate a viable research question about a specific topic.	
4.6.W.2 Students will 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 (e.g., author, title, publication date) with guidance and support.	

2021	2016	Notes/Analysis
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**.	4.6.W.3 Students will summarize and present information in a report.	
Standard 7: Multimodal Literacies Students will **comprehend and communicate** knowledge through **alphabetic, aural,** visual**, spatial, and/or gestural content**.	Standard 7: Multimodal Literacies Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
Reading Students will **comprehend** and evaluate **multimodal content**.	Reading Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
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.	4.7.R.1 Students will locate, organize, and analyze information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.	
	4.7.R.2 Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.	
Writing Students will create multimodal **content** to communicate **effectively**.	Writing Students will create multimodal texts to communicate knowledge and develop arguments.	

2021	2016	Notes/Analysis
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**	4.7.W.1 Students will create multimodal content that effectively communicates an idea using technology or appropriate media.	
	4.7.W.2 Students will create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	
Standard 8: Independent Reading and Writing Students will read and write **independently** for a variety of purposes and **periods of time**.	Standard 8: Independent Reading and Writing Students will read and write for a variety of purposes including, but not limited to, academic and personal.	
Reading Students will read **self-selected** texts independently, **choosing genres to suit and expand their personal preferences** and purposes.	Reading Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	
4.8.R Students will read **selected** texts independently and for **various lengths** of time, **choosing genres to suit and expand their personal preferences** and purposes.	4.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.	
Writing Students will write independently, **intentionally selecting** modes**, purposes, and** audiences.	Writing Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	

2021	2016	Notes/Analysis
4.8.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.	4.8.W Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.	

Grade 5 Crosswalk

2021	2016	Notes/Analysis
Standard 1: **Listening and Speaking** Students will listen and speak effectively in a variety of situations.	Standard 1: Speaking and Listening Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
Listening Students will develop and apply effective communication skills through active listening.	Reading Students will develop and apply effective communication skills through speaking and active listening.	
5.1.**L.1** Students will actively listen using **agreed-upon** discussion rules with awareness of verbal and nonverbal cues.	5.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.	
5.1.**L.2** Students will **actively listen and interpret a speaker's verbal messages** and ask questions to **clarify the speaker's purpose**.	5.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.	
Speaking Students will develop and apply effective communication skills to **share ideas** through speaking.	Writing Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
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.	5.1.W.2 Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.	

2021	2016	Notes/Analysis
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.	5.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	
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**.	5.1.W.1 Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for audience.	
Standard 2: Reading and Writing Foundations Students will develop foundational skills for **reading and writing proficiency** by working with sounds, letters, and text.	Standard 2: Reading Foundations Students will develop foundational skills for future reading success 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.	Phonological Awareness Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.	
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.	*Students will continue to review and apply earlier grade level expectations for this standard. If phonological awareness skills are not mastered, students will address skills from previous grades.*	

2021	2016	Notes/Analysis
Print Concepts Students will demonstrate their understanding of the organization and basic features of print.	Print Concepts Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.	
5.2.PC Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.	*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.*	
Phonics and Word Study Students will decode words by applying phonics and word analysis skills in context and isolation.	Phonics and Word Study Students will decode and read words in context and isolation by applying phonics and word analysis skills.	
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.	*Students will continue to review and apply earlier grade level expectations for this standard. If these decoding skills are not mastered, students will address skills from previous grades.*	
Spelling/Encoding **Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.**	This strand did not exist in 2016.	

2021	2016	Notes/Analysis
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)**	This objective did not exist in 2016.	
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**	This objective was added in 2021.	
Fluency Students will read grade-level text smoothly and accurately, with **appropriate** expression.	Fluency Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	
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.	This objective did not exist in 2016.	
5.2.F.2 Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.	This objective did not exist in 2016.	

2021	2016	Notes/Analysis
This banner statement was removed in 2021.	*Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.*	
Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.	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.	Reading Students will read and comprehend increasingly complex literary and informational texts.	
5.2.R.1 Students will **explain how key** supporting details support the main idea **of a text**.	5.2.R.1 Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.	
5.2.R.2 Students will identify details in **fiction, poetry, and** nonfiction texts to distinguish **various** genres.	5.2.R.2 Students will compare and contrast details in literary and nonfiction/informational texts to distinguish genres.	
5.2.R.**3** Students will summarize and sequence **the important** events **of a story**.	5.2.R.1 Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.	
5.2.R.**4** Students will summarize **facts and** details **from an informational text**.		
This objective was revised and moved to Grade 6 in 2021.	5.2.R.3 Students will begin to paraphrase main ideas with supporting details in a text.	

2021	2016	Notes/Analysis
Writing Students will engage in a recursive process that **may** include prewriting, drafting, revising, editing, and publishing.	Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	
5.2.W.**1** Students will routinely **use a** recursive process to prewrite, organize, and draft **multi-paragraph narrative, informative, and opinion** drafts.	5.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.	
	5.2.W.2 Students will plan (e.g., outline) and prewrite a first draft as necessary.	
	5.2.W.3 Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays.	
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)**.	5.2.W.4 Students will edit and revise multiple drafts for intended purpose (e.g., staying on topic), organization, and coherence.	
5.2.W.**3** Students will **routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level** words**,** using resources **as needed**.	5.2.W.5 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).	

2021	2016	Notes/Analysis
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).	This objective did not exist in 2016.	
Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	Standard 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.	
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.	Reading Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
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.	5.3.R.1 Students will determine an author's stated or implied purpose and draw conclusions to evaluate how well the author's purpose was achieved.	
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**.	5.3.R.2 Students will determine the point of view and describe how it affects grade-level literary and/or informational text.	

2021	2016	Notes/Analysis
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	5.3.R.3 Students will describe and find textual evidence of key literary elements: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● theme	
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	5.3.R.4 Students will evaluate literary devices to support interpretations of literary texts: ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole ● imagery ● symbolism* ● tone* *Students will find textual evidence when provided with examples.	
5.3.R.**5** Students will **analyze** ideas **in one or more** texts**, providing textual evidence to support their inferences.**	5.3.R.7 Students will compare and contrast texts and ideas within and between texts.	
5.3.R.**6** Students will distinguish fact from opinion **in an informational** text **and explain how reasons and** facts **support specific points**.	5.3.R.5 Students will distinguish fact from opinion in non-fiction text and investigate facts for accuracy.	

2021	2016	Notes/Analysis
5.3.R.**7** Students will distinguish the structures of **informational** texts: ● compare/contrast ● cause/effect ● problem/solution ● description ● sequential	5.3.R.6 Students will distinguish the structures of texts (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) and content by making inferences about texts and use textual evidence to support understanding.	
Writing Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.	Writing Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
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**	5.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., internal, external), and dialogue.	

2021	2016	Notes/Analysis
5.3.W.2 Students will **compose informative essays that:** ● introduce and develop a topic ● **i**ncorporate 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**	5.3.W.2 Students will introduce and develop a topic, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure.	
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**	5.3.W.3 Students will clearly state an opinion supported with facts and details.	
	5.3.W.4 Students will show relationships among facts, opinions, and supporting details.	
Standard 4: Vocabulary Students will expand and **apply** their **spoken and reading** vocabularies **to speak, read, and write effectively**.	Standard 4: Vocabulary Students will expand their working vocabularies to effectively communicate and understand texts.	
Reading Students will expand **their** grade-level vocabularies through reading, word study, and class discussion.	Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	

2021	2016	Notes/Analysis
5.4.R.**1** Students will i**dentify** relationships among words, including synonyms, antonyms, analogies, **homophones**, and homographs.	5.4.R.4 Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.	
5.4.R.**2** Students will use context clues to clarify the meaning of words.	5.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	
5.4.R.**3** Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.	5.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define new words and determine the meaning of new words.	
5.4.R.**4** Students will **consult reference materials** (e.g., dictionaries, glossaries, thesauruses) **to comprehend** the words **in a text**.	5.4.R.5 Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.	
5.4.R.**5** Students will **acquire new** grade-level vocabulary, **relate new words to prior knowledge, and apply** vocabulary **in various contexts**.	5.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	
Writing Students will apply knowledge of vocabulary to **speak and write effectively**.	Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
5.4.W.1 Students will use **grade-level** vocabulary in writing to clearly communicate ideas.	5.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.	

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5.4.W.2 Students will **use precise and vivid vocabulary** in writing **for the intended mode and effect on the audience**.	5.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	
Standard 5: Language Students will **expand** and apply knowledge of grammar, **usage**, **mechanics**, and style to **comprehend texts and communicate effectively**.	Standard 5: Language Students will apply knowledge of grammar and rhetorical style to reading and writing.	
Reading Students will **expand** and apply knowledge of grammar, **usage**, **mechanics**, and style to **comprehend**, analyze, and/or evaluate a variety of texts.	Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
5.5.R.1 Students will recognize simple, compound, and complex (i.e., independent and dependent clauses) sentences.	This objective did not exist in 2016.	
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	5.5.R.1 Students will recognize conjunctions, prepositions, and interjections and explain their effect in particular sentences.	
	5.5.R.2 Students will recognize verb tense to signify various times, sequences, states, and conditions in text.	
	5.5.R.3 Students will recognize the subject and verb agreement.	

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Writing Students will **expand and apply knowledge** of grammar, usage, mechanics, and **style to speak and write effectively, demonstrating standard usage when appropriate**.	Writing Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
5.5.W.**1** Students will compose simple, compound, and complex **(i.e., independent and dependent clauses)** sentences.	5.5.W.2 Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences.	
5.5.W.**2 Students will use nouns,** verbs, **adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.**	5.5.W.3 Students will form and use the present and past verb tenses.	
	5.5.W.4 Students will form and use verb tense to convey various times, sequences, states, and conditions.	
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**.	5.5.W.5 Students will recognize and correct inappropriate shifts in verb tense.	
5.5.W.**4** Students will write using correct **capitalization** mechanics. **Grade of Mastery: 4**	5.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, and quotation marks as needed for dialogue and quoted material.	
5.5.W.**5** Students will write using correct **end mark** mechanics. **Grade of Mastery: 4**		

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5.5.W.6 Students will use the correct forms of it's/its, you're/your, and they're/there/their.	5.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, and quotation marks as needed for dialogue and quoted material.	
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.**		
5.5.W.8 Students will use a colon to introduce a list.	This objective did not exist in 2016.	
5.5.W.9 Students will **use** quotation marks **to indicate** dialogue, quoted material, **and titles of works**.	5.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, and quotation marks as needed for dialogue and quoted material.	
5.5.W.10 Students will use underlining or italics to indicate titles of works.	This objective did not exist in 2016.	
5.5.W.11 Students will use a semicolon to punctuate compound sentences.	This objective did not exist in 2016.	
Standard 6: Research Students will engage in inquiry to acquire, refine, and **communicate accurate information**.	Standard 6: Research Students will engage in inquiry to acquire, refine, and share knowledge.	

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Reading Students will **gather**, comprehend, evaluate, and synthesize **researched information** to acquire and refine knowledge.	Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
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)**.	5.6.R.1 Students will use their own viable research questions to find information about a specific topic.	
	5.6.R.2 Students will record and organize information from various print and/or digital sources.	
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.	This objective did not exist in 2016.	
5.6.R.3 Students will determine the relevance and reliability of the information gathered.	5.6.R.3 Students will determine the relevance and reliability of the information gathered.	
Writing Students will **synthesize information ethically through speaking and writing**.	Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
5.6.W.**1** Students will formulate a viable research question.	5.6.W.2 Students will formulate a viable research question from findings.	

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5.6.W.**2** Students will organize information found during research, following a modified citation style (i.e., author, title, publication date).	5.6.W.3 Students will organize information found during research, following a modified citation style (e.g., author, title, publication date) with guidance and support.	
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**.	5.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two) .	
	5.6.W.4 Students will summarize and present information in a report.	
Standard 7: Multimodal Literacies Students will **comprehend and communicate** knowledge through **alphabetic**, **aural**, visual, **spatial**, **and/or gestural content**.	Standard 7: Multimodal Literacies Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
Reading Students will **comprehend** and evaluate **multimodal content**.	Reading Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
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**.	5.7.R.1 Students will analyze the characteristics and effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.	

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This objective was removed in 2021.	5.7.R.2 Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.	
Writing Students will create multimodal **content** to communicate **effectively**.	Writing Students will create multimodal texts to communicate knowledge and develop arguments.	
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**.	5.7.W.1 Students will create multimodal content that effectively communicates an idea using technology and appropriate media.	
	5.7.W.2 Students will create presentations that integrate visual displays and other multimedia to enrich the presentation.	
Standard 8: Independent Reading and Writing Students will read and write **independently** for a variety of purposes and **periods of time**.	Standard 8: Independent Reading and Writing Students will read and write for a variety of purposes including, but not limited to, academic and personal.	
Reading Students will read **self-selected** texts independently, **choosing genres to suit and expand their personal preferences** and purposes.	Reading Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	
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.	5.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.	

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Writing Students will write independently, **intentionally selecting** modes**, purposes, and** audiences.	Writing Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	
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 purposes**.**	5.8.W Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.	