# Grades K-2 Side-By-Side

## **Foundations for Reading**

### FFR.1-Print Concepts

|  |  |  |
| --- | --- | --- |
| **Kindergarten** | **Grade One** | **Grade Two** |
| 1. Follow words from left to right and from top to bottom on a printed page, including the return sweep from line to line. 2. Demonstrate knowledge of a sentence, word, and letter. 3. Demonstrate knowledge that spoken words are represented in print and separated by spaces. 4. Identify the author and illustrator of a text and define the role of each. 5. Identify the front cover, back cover and title of a text. 6. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | See Kindergarten for standards that address Print Concepts. | See Kindergarten for standards that address Print Concepts. |

### FFR.2- Phonological and Phonemic Awareness

|  |  |  |
| --- | --- | --- |
| **Kindergarten** | **Grade One** | **Grade Two** |
| 1. Demonstrate ability to segment spoken words in sentences and syllables in words. 2. Blend and segment one syllable words by onset and rime. 3. Isolate the initial, medial, and final sounds in three phoneme (individual sound) words (excluding words ending with /l/, /r/, or /x/). 4. Demonstrate ability to segment and blend one syllable words with two, three, and four phonemes (including words with consonant digraphs th, sh, ch, wh). | 1. Isolate sounds in four and five phoneme words. 2. Demonstrate ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch, wh) and consonant blends (e.g., fr, st, bl). 3. Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends e.g., fr, st, bl). | 1. Isolate sounds in four and five phoneme words. 2. Demonstrate the ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl). 3. Demonstrate the ability to segment words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl). |

### FFR.3- Phonics and Word Analysis

|  |  |  |
| --- | --- | --- |
| **Kindergarten** | **Grade One** | **Grade Two** |
| 1. Identify capital and lowercase letters of the alphabet. 2. Identify common letter-sound correspondences. 3. Discriminate between long and short sounds with common spellings for the five major vowels with open and closed syllables (e.g., short /e/ as in “pet”, long /e/ as in “he”). 4. Demonstrate knowledge that every word has a vowel sound. 5. Identify the letter-sound correspondences for consonant digraphs (e.g., ch, sh, th, wh). 6. Demonstrate knowledge of letter-sound correspondences to blend CV, CVC, VC words. 7. Decode (read) and encode (spell) words with short vowels, including words beginning or ending in a digraph (e.g., ch, sh, th, wh). 8. Use letter-sound correspondences to read grade-level high frequency words, including decodable and irregular words, with automaticity and accuracy. | 1. Decode and encode words with short vowels to include blends with digraphs, closed syllables (CVC, CCVC, CVCC, CCVCC). 2. Decode and encode words with long vowels, open syllables, (CV, CCV) and vowel-consonant-e (CVCE, CCVCE). 3. Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels. 4. Decode multisyllabic words following basic patterns by breaking the words into syllables. 5. Read grade-level high-frequency words, including decodable and irregular words with automaticity and accuracy. 6. Write grade-level high-frequency words with automaticity and accuracy. | 1. Decode and encode words with short vowels to include blends, digraphs, and trigraphs in closed syllables (CVCC, CCVC, CVCC, CCVCC, and CCVCCC) and open syllables (CV, CCV). 2. Decode and encode words with vowel teams and r-controlled vowels. 3. Use knowledge of syllabication and syllable types to decode words. 4. Use knowledge of affixes (e.g., suffixes, prefixes) to decode words. 5. Read grade-level high frequency words, including decodable and irregular words, with automaticity and accuracy. |

## **Developing Skilled Readers and Building Reading Stamina**

### DSR.1

|  |  |  |
| --- | --- | --- |
| **Kindergarten** | **Grade One** | **Grade Two** |
| 1. Use knowledge of letter-sound correspondences to read and reread controlled decodable sentences and texts that include phonic elements and irregular words **(Reading Fluency, K-12).** 2. **(Text Complexity, 2-12) -** Introduced in Grade Two. 3. With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12)**. 4. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12)**. 5. **(Reading Strategies, 3-12)** - Introduced in Grade Three. | 1. Use knowledge of letter-sound correspondences to read a variety of decodable and grade-level texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12).** 2. **(Text Complexity, 2-12)** Introduced in Grade Two. 3. With prompting and support, when responding to text through discussions and/or writing, draw several pieces of evidence from read-alouds to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12).** 4. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).** 5. **(Reading Strategies, 3-12)**: Introduced in Grade Three. | 1. Read a variety of grade-level text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding as necessary **(Reading Fluency, K-12).** 2. Proficiently read and comprehend texts from a variety of literary forms that exhibit complexity at the lower range of the grades 2-3 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) **(Text Complexity, 2-12).** 3. When responding to text through discussion and/or writing, draw several pieces of evidence from read-alouds and grade-level texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12).** 4. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).** 5. **(Reading Strategies, 3-12)**:Introducedin Grade Three. |

## **Reading and Vocabulary**

### RV.1-Vocabulary Development and Word Analysis

|  |  |  |
| --- | --- | --- |
| **Kindergarten** | **Grade One** | **Grade Two** |
| Discuss meanings of words from a variety of texts and experiences.Ask questions about words not understood.Use vocabulary from across content areas.Identify the purpose of simple reference materials (e.g., pictures, dictionary, digital dictionary).Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text.Use newly learned words and phrases in discussions and speaking activities. | 1. Discuss meanings of words in context from a variety of texts. 2. Identify antonyms and synonyms of familiar words to deepen understanding of word meaning and relationships. 3. Ask for the meaning of unknown words and make connections to familiar words. 4. Use vocabulary across content areas. 5. Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. -s, -ing, -ed). 6. Distinguish shades of meaning among verbs and adjectives. 7. Identify the purpose of simple reference materials (e.g. picture dictionary, digital dictionary). 8. Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text. 9. Use newly learned words and phrases in discussions and speaking activities. | 1. Discuss meanings of new words or phrases acquired through conversations and literature. 2. Use vocabulary across content areas. 3. Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. -s, -ing, - ed). 4. Use the context of a sentence to apply knowledge of homophones. 5. Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words. 6. Distinguish shades of meaning among verbs and adjectives. 7. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text. 8. Use newly learned words and phrases in discussions and speaking activities. |

## **Reading Literary Text**

### RL.1-Key Ideas and Plot Details

|  |  |  |
| --- | --- | --- |
| **Kindergarten** | **Grade One** | **Grade Two** |
| 1. With prompting and support, activate prior (experience) and background (content) knowledge and make connections to what is read. 2. With prompting and support, demonstrate knowledge of story structure by orally identifying characters, setting,important events, and details. 3. With prompting and support, orally re-tell a familiar story in sequential order (beginning, middle, end). 4. With prompting and support, generate predictions about story characters and events using the text. | 1. Retell familiar stories sequentially and demonstrate an understanding of the story structure, the central message or lesson, and the details. 2. Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution). 3. Ask and answer literal (who, what, when, where) or inferential (how, why) questions about what is read. 4. Generate predictions about story characters and events using the text. | 1. Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral. 2. Identify a story’s central conflict using events from the plot as evidence. 3. Describe character’s attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges. 4. Generate predictions about story characters and events using the text. |

### RL.2-Craft and Style

|  |  |  |
| --- | --- | --- |
| **Kindergarten** | **Grade One** | **Grade Two** |
| Standards that address Craft and Style are introduced in Grade Three. | Standards that address Craft and Style are introduced in Grade Three. | Standards that address Craft and Style are introduced in Grade Three. |

### RL.3-Intergration of Concepts

|  |  |  |
| --- | --- | --- |
| **Kindergarten** | **Grade One** | **Grade Two** |
| 1. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 2. With prompting and support, compare and contrast characters, plot events, or settings between two familiar stories. 3. With prompting and support, monitor listening comprehension. | 1. Set a purpose for reading by providing a guiding question, activating prior (experience) and background (content) knowledge. 2. Make connections between characters, settings, and major events in stories heard, using key details. 3. Compare and contrast the adventures or experiences of characters in stories heard, using key details. | 1. Set a purpose for reading by providing guiding questions, activating prior (experience) and background (content) knowledge. 2. Recognize dialogue in text and explain how it can reveal characters’ thoughts and perspectives. 3. Compare and contrast characters, settings, and plots in two versions of the same story from different cultures (e.g., Cinderella stories). |

## **Reading Informational Text**

### RI.1-Key Ideas and Confirming Details

|  |  |  |
| --- | --- | --- |
| **Kindergarten** | **Grade One** | **Grade Two** |
| 1. With prompting and support, ask and answer literal (who, what, when, where) or inferential (why, how) questions about what is read. 2. With prompting and support, identify the main topic and key details of a text. | 1. Ask and answer literal (who, what, when, where) and inferential (why, how) questions about what is read, including demonstrating an understanding of the main topics. 2. Identify the main idea and supporting details of a text. 3. Explain the difference between facts and opinions in a text. | 1. Ask and answer literal and inferential questions (who, what, where, when, how, and why) about key details in a text. 2. Retell key details of texts that demonstrate an understanding of the main topics of texts. 3. Differentiate facts from opinions within a text. |

### RI.2-Craft and Style

|  |  |  |
| --- | --- | --- |
| **Kindergarten** | **Grade One** | **Grade Two** |
| 1. With prompting and support, identify the purpose of common text features: table of contents, headings, bolded words, and pictures. | 1. Identify and use common text features to gain information: table of contents, headings, bolded words, and pictures, captions, and diagrams. 2. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | 1. Use text features (table of contents, headings, pictures, captions, maps, and charts) to preview, set a purpose for reading and gain information. 2. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |

### RI.3-Intergration of Concepts

|  |  |  |
| --- | --- | --- |
| **Kindergarten** | **Grade One** | **Grade Two** |
| 1. With prompting and support, identify basic similarities in and differences between two texts on the same topic. 2. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | 1. Identify basic similarities in and differences between two texts on the same topic. 2. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | 1. Use prior (experience) and background (content) knowledge as context for new learning. 2. Compare and contrast the most important points presented by two texts on the same topic. 3. Describe the interactions between two individuals, events, ideas, or pieces of information in texts. |

## **Foundations for Writing**

### FFW.1-Handwriting

|  |  |  |
| --- | --- | --- |
| **Kindergarten** | **Grade One** | **Grade Two** |
| 1. Use functional pencil grasp for letter formation. 2. Accurately and automatically print capital and lowercase letters of the alphabet independently. 3. Write left to right and top to bottom. 4. Accurately print first and last names, beginning each with a capital letter. 5. Apply spaces between written words in phrase or sentence level writing. | 1. Use functional pencil grasp for letter formation. 2. Accurately and automatically form all capital and lowercase letters and numbers using manuscript letter formation. 3. Accurately and automatically apply spaces between written words in phrases or sentence-level writing. | 1. Maintain legible printing and begin to make the transition to cursive. 2. Begin to write capital and lowercase letters of the alphabet in cursive. 3. Begin to sign his/her first and last names. |

### FFW.2-Spelling

|  |  |  |
| --- | --- | --- |
| **Kindergarten** | **Grade One** | **Grade Two** |
| 1. Encode (spell) one syllable words with short vowels and one syllable words beginning or ending in a digraph (e.g., ch, sh, th, wh). 2. Encode (spell) unknown words using logical invented spelling. 3. With prompting and support, use phoneme/grapheme (sound/symbol) correspondences to spell grade-level high-frequency words with accuracy. | 1. Use phoneme-grapheme (sound/symbol) correspondence to encode (spell) single-syllable words containing closed syllables (cvc, ccvc, cvcc, and ccvcc), open syllables (cv, ccv), vowel-consonant-e (cvce, ccvce). 2. Encode (spell) 2-syllable words (e.g., *pancake*) following basic patterns by breaking the words into syllables. 3. Encode (spell) unfamiliar words by recognizing and applying taught word patterns. 4. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy. | 1. Use phoneme-grapheme (sound/symbol correspondence to encode (spell) single-syllable words containing closed syllables (cvc, ccvc, cvcc, and ccvcc), open syllables (cv, ccv), vowel-consonant-e (cvce, ccvce), vowel teams, and r-controlled vowels. 2. Use phoneme-grapheme (sound/symbol) correspondence to encode (spell) multisyllabic words. 3. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy. |

## **Writing**

### W.1-Modes and Purposes for Writing

|  |  |  |
| --- | --- | --- |
| **Kindergarten** | **Grade One** | **Grade Two** |
| 1. Use a combination of drawing, dictating, and writing to compose narrative stories in sequential order (beginning, middle, end). 2. Use a combination of drawing, dictating, and writing to compose descriptive writing that identifies a topic and provides one or more relevant details. 3. Use a combination of drawing, dictating, and writing to write in response to texts heard. | 1. Use a combination of drawing, dictating, and writing to recount two or more sequenced events or experiences and include details about the events and characters. 2. Use a combination of drawing, dictating, and writing to compose informative/expository texts that name a topic and supply some facts about the topic. 3. Use a combination of drawing, dictating, and writing to compose opinion pieces that state an opinion and supply a reason for the opinion. 4. Use a combination of drawing, dictating, and writing about text(s) read or heard in which students share their thinking with a couple of supporting details from the text. | 1. Write narratives that recount a well-elaborated event or short sequence of events and include details about the events and characters and use of time-related words to signal the event sequence. 2. Write informative/explanatory texts that introduce a topic and develop the ideas with facts and examples. 3. Write opinion pieces on topics or texts that support a point of view with reasons. 4. Write in response to text(s) read or heard to share thinking with a couple supporting details from the text. |

### W.2-Organizaition and Composition

|  |  |  |
| --- | --- | --- |
| **Kindergarten** | **Grade One** | **Grade Two** |
| 1. With guidance and support, use prewriting activities, including drawing and suggestions from peers to generate ideas and plan writing or dictation. This includes: 2. Identifying the audience and purpose of the writing (e.g., letters, stories, “all about” book, etc). 3. Composing or dictating simple sentences that include a subject (noun) and predicate(verb) focused on the topic. | 1. With guidance and support, use a variety of prewriting activities, such as brainstorming, drawing and graphic organizers, to generate ideas and draft writing or dictation. This includes: 2. Identifying the audience and purpose of the writing (e.g., letters, stories, journals, etc.). 3. Composing a series of simple sentences focused on the topic, including sentences with a subject and predicate, subject/verb agreement, and one or more descriptive adjectives. | 1. Engage in writing as a process to plan writing based on purpose and genre. This includes: 2. Writing a clear topic sentence focusing on the main idea. 3. Identifying the audience and purpose of the writing. 4. Developing, selecting, and organizing ideas and details relevant to the topic, purpose, and genre. 5. Providing a concluding statement or section. |

### W.3-Organizaition and Composition

|  |  |  |
| --- | --- | --- |
| **Kindergarten** | **Grade One** | **Grade Two** |
| See Language Usage for grade level expectations. | 1. With guidance and support from adults, edit writing for conventions e.g., spelling, capitalization, usage, punctuation). (See Language Usage for grade level expectations). | 1. With guidance and support from adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice. 2. With guidance and support from adults, edit writing for conventions (e.g., spelling, capitalization, usage, punctuation). (See Language Usage for grade level expectations). |

## **Language Usage**

### LU.1-Grammar

|  |  |  |
| --- | --- | --- |
| **Kindergarten** | **Grade One** | **Grade Two** |
| 1. Produce and expand complete sentences in shared language activities. 2. Use nouns to identify and name people, places, and things. 3. Use pronouns to identify individuals and groups *(he, she, they, his, hers, their(s).* 4. Use adjectives to describe specific objects (quantity, size, age, shape, color, or location). 5. Use verbs to locate specific actions. | 1. Produce and expand simple sentences, including a noun, verb, and adjective. 2. Form regular plural nouns orally by adding ‘s’ or ‘es’ sound. 3. Use personal and possessive pronouns to represent nouns. 4. Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location). 5. Form and use simple verb tenses (past, present, and future) for regular verbs. 6. Use proper verb tense and correct subject-verb agreement. 7. Use articles correctly (e.g., a, an, the). 8. Use interrogatives to ask questions in complete sentences (e.g., who, what, where, when, why, how). | 1. Produce and expand complete sentences, both simple and compound. 2. Use indefinite (e.g., anybody, anything) reflexive (e.g., yourself, herself) pronouns. 3. Form and use regular and frequently occurring irregular plural nouns (e.g., men, teeth). 4. Use frequently occurring conjunctions to signal simple relationships (e.g., and, but, or, so, because). 5. Use proper verb tense, including for frequently occurring irregular verbs (e.g., ran, told, went). 6. Use subject-verb agreement in simple sentences. 7. Use common abbreviations. 8. Use contractions and singular possessives. 9. Eliminate double negatives when speaking. |

### LU.2-Mechanics

|  |  |  |
| --- | --- | --- |
| **Kindergarten** | **Grade One** | **Grade Two** |
| 1. With guidance and support, begin each sentence with a capital letter and capitalize the pronoun I. 2. With guidance and support, identify statements and questions and use ending punctuation (e.g., period and question mark). 3. Phonetically spell words containing unknown letter-sound correspondences. | 1. Capitalize the first word in a sentence, proper nouns, and the pronoun I. 2. Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points). 3. Use conventional spelling of words with commonly taught spelling patterns and for frequently occurring irregular words. | 1. Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points). 2. Use commas in salutation and closing of a letter. 3. Generalize learned spelling patterns when writing words. |

## **Communication and Multimodal Literacies**

### C.1 Communication, Listening, and Collaboration

|  |  |  |
| --- | --- | --- |
| **Kindergarten** | **Grade One** | **Grade Two** |
| 1. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes: 2. Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic). 3. Respectfully building on others’ ideas and expressing their own clearly. 4. Asking questions to seek help, get information, or clarify information for further understanding. 5. Expressing ideas and needs in complete sentences. | 1. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes: 2. Listening actively and following agreed-upon rules for participating in discussions (e.g., waiting for a turn to speak without unnecessary interruptions and staying on topic). 3. Respectfully building on others’ ideas and expressing their own clearly. 4. Asking questions to seek help, get information, or clarify information for further understanding. 5. Expressing ideas and needs in complete sentences. | 1. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes: 2. Listening actively and following agreed upon rules for participating in discussions. 3. Respectfully building on others’ ideas and expressing their own clearly. 4. Asking and responding to questions that acquire or confirm information on a topic. 5. Demonstrating active engagement when listening to a speaker and asking for clarification to ensure understanding. |

### C.2 Speaking and Presentation of Ideas

|  |  |  |
| --- | --- | --- |
| **Kindergarten** | **Grade One** | **Grade Two** |
| 1. Describe personal experiences using complete sentences. 2. Speak audibly with appropriate pacing, prosody, and voice level. 3. Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains. 4. Retell, create, and dictate stories, rhymes, poems, and events in sequential order using drama, props, and/or pictures indicating first, next and last events in a story. | 1. Describe people, places, things, and events with relevant details and using appropriate vocabulary. 2. Speak audibly with appropriate pacing, prosody, and voice level. 3. Participate in a variety of oral language activities, including choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains. 4. Retell, create, and dictate stories, rhymes, poems, and events in sequential order using drama, props, and/or pictures indicating first, next, and last events in a story. | 1. Use topic specific language and vocabulary to communicate ideas. 2. Speak audibly with appropriate pacing, prosody, and voice level. 3. Engage the audience by asking and/or responding to questions. 4. Create and participate in oral language activities that include oral storytelling and dramatics. 5. Retell information in an organized manner, focused on a key topic or experience. |

### C.3 Integrating Multimodal Literacies

|  |  |  |
| --- | --- | --- |
| **Kindergarten** | **Grade One** | **Grade Two** |
| Standards related to Integrating Multimodal Literacies are introduced in Grade Three. | Standards related to Integrating Multimodal Literacies are introduced in Grade Two. | 1. Create a simple presentation using multimodal tools that enhance the topic or presentation. |

### C.4 Examining Media Messages

|  |  |  |
| --- | --- | --- |
| **Kindergarten** | **Grade One** | **Grade Two** |
| Standards related to Examining Media Messages are introduced in Grade Four. | Standards related to Examining Media Messages are introduced in Grade Four. | Standards related to Examining Media Messages are introduced in Grade Four. |

## **Research**

### R.1 Evaluation and Synthesis of Information

|  |  |  |
| --- | --- | --- |
| **Kindergarten** | **Grade One** | **Grade Two** |
| 1. With prompting and support, generate a topic of interest and question to explore a given topic. 2. With prompting and support, find information on the topic from pictures, texts, people or provided sources. 3. With prompting and support, use drawing, writing, or dictation to record facts and information collected from the research. 4. With prompting and support, in small or large group settings, informally share recorded information collected from research. | 1. With prompting and support, generate research questions related to a given topic. 2. Locate and collect information related to the given topic from pictures, texts, people, or provided sources. 3. Use templates to organize the information collected (e.g., charts, graphs). 4. Use drawing, writing, or dictation to record facts and information collected from research. 5. In small or large group settings, informally share recorded information collected from research. | 1. Identify a topic and generate questions to explore the topic. 2. Locate information in reference texts, electronic resources, interviews, or provided sources. 3. Use templates to organize the information collected (e.g., charts, graphs). 4. Record information on sources using own words, organizing evidence into provided categories. 5. Share information orally in writing, or through visual display, avoiding plagiarism and using own words. |