# Virginia Department of Education

# K-3 English 2024 Standards of Learning Achievement Record

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School Year: Grade K: \_\_\_\_\_ Grade 1: \_\_\_\_\_ Grade 2: \_\_\_\_\_ Grade 3: \_\_\_\_\_**

## Levels of Performance Scoring Rubric:

1. - Exceeds the Standard (Student demonstrated knowledge and skills 94-100% of the time.)
2. - Meets the Standard (Student demonstrated knowledge and skills 80-93% of the time.)

2 - Partially Meets the Standard (Student demonstrated knowledge and skills 70-79% of the time.)

1 - Inadequate or No Understanding of the Standard (Student demonstrated knowledge and skills less than 70% of the time.)

## Record Of Intervention / Remediation Services

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| **DATE** | **EXPLANATION OF SERVICES AND RESULTS** | **DURATION OF SERVICES** |
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## Foundations for Reading

| **Grade K Foundations for Reading** | **Grade K Score** | **Grade 1 Foundations for Reading** | **Grade 1 Score** | **Grade 2 Foundations for Reading** | **Grade 2 Score** | **Grade 3 Foundations for Reading** | **Grade 3  Score** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **K.FFR.1 Print Concepts: The student will apply knowledge of how print is organized and read.** |  | **1.FFR.1 See Kindergarten for standards that address Print Concepts.** | NA | **2.FFR.1 See Kindergarten for standards that address Print Concepts.** | NA | **3.FFR.1 See Kindergarten for standards that address Print Concepts.** | NA |
| *K.FFR.1 Print Concepts:*  A. Follow words from left to right and from top to bottom on a printed page, including the return sweep from line to line. |  | **1.FFR.2 Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).** |  | **2.FFR.2 Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).** |  | **3.FFR.2 See Kindergarten through grade two for standards that address Phonological and Phonemic Awareness.** | NA |
| *K.FFR.1 Print Concepts:*  B. Demonstrate knowledge of a sentence, word, and letter. |  | *1.FFR.2 Phonological and Phonemic Awareness*  A. Isolate sounds in four and five phoneme words. |  | *2.FFR.2 Phonological and Phonemic Awareness:*  A. Isolate sounds in four and five phoneme words. |  | **3.FFR.3 Phonics and Word Recognition: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.** |  |
| *K.FFR.1 Print Concepts:*  C. Demonstrate knowledge that spoken words are represented in print and separated by spaces. |  | *1.FFR.2 Phonological and Phonemic Awareness*  B. 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). |  | *2.FFR.2 Phonological and Phonemic Awareness:*  B. 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.FFR.3 Phonics and Word Recognition***:**  A. Decode and encode words with vowel teams and r-controlled vowels. |  |
| *K.FFR.1 Print Concepts:*  D. Identify the author and illustrator of a text and define the role of each. |  | *1.FFR.2 Phonological and Phonemic Awareness*  C. 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). |  | *2.FFR.2 Phonological and Phonemic Awareness:*  C. 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). |  | *3.FFR.3 Phonics and Word Recognition***:**  B. Use knowledge of syllabication and syllable types to decode and encode words. |  |
| *K.FFR.1 Print Concepts:*  E. Identify the front cover, back cover and title of a text. |  | **1.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.** |  | **2.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.** |  | *3.FFR.3 Phonics and Word Recognition***:**  C. Use knowledge of affixes (e.g., suffixes, prefixes) to decode and encode words. |  |
| *K.FFR.1 Print Concepts:*  F. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |  | *1.FFR.3 Phonics and Word Analysis:*  A. Decode and encode words with short vowels to include blends with digraphs, closed syllables (CVC, CCVC, CVCC, CCVCC). |  | *2.FFR.3 Phonics and Word Analysis:*  A. 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). |  | *3.FFR.3 Phonics and Word Recognition***:**  D. Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy. |  |
| **K. FFR.2 Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling).** |  | *1.FFR.3 Phonics and Word Analysis:*  B. Decode and encode words with long vowels, open syllables, (CV, CCV) and vowel-consonant-e (CVCE, CCVCE). |  | *2.FFR.3 Phonics and Word Analysis:*  B. Decode and encode words with vowel teams and r-controlled vowels. |  |  |  |
| *K. FFR.2 Phonological and Phonemic Awareness:*  A. Demonstrate ability to segment spoken words in sentences and syllables in words**.** |  | *1.FFR.3 Phonics and Word Analysis:*  C. Use letter-sound correspondences to decode words containing common vowel teams and r-controlled vowels. |  | *2.FFR.3 Phonics and Word Analysis:*  C. Use knowledge of syllabication and syllable types to decode words. |  |  |  |
| *K. FFR.2 Phonological and Phonemic Awareness:*  B. Blend and segment one syllable words by onset and rime. |  | *1.FFR.3 Phonics and Word Analysis:*  D. Decode multisyllabic words following basic patterns by breaking the words into syllables. |  | *2.FFR.3 Phonics and Word Analysis:*  D. Use knowledge of affixes (e.g., suffixes, prefixes) to decode words. |  |  |  |
| *K. FFR.2 Phonological and Phonemic Awareness:*  C. Isolate the initial, medial, and final sounds in three phoneme (individual sound) words (excluding words ending with /l/, /r/, or /x/). |  | *1.FFR.3 Phonics and Word Analysis:*  E. Read grade-level high-frequency words, including decodable and irregular words with automaticity and accuracy. |  | *2.FFR.3 Phonics and Word Analysis:*  E. Read grade-level high frequency words, including decodable and irregular words, with automaticity and accuracy. |  |  |  |
| *K. FFR.2 Phonological and Phonemic Awareness:*  D. 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.FFR.3 Phonics and Word Analysis:*  F. Write grade-level high-frequency words with automaticity and accuracy. |  |  |  |  |  |
| **K.FFR.3 Phonics and Word Analysis: The student will apply phonetic principles to read and spell words.** |  |  |  |  |  |  |  |
| *K.FFR.3 Phonics and Word Analysis:*  A. Identify capital and lowercase letters of the alphabet. |  |  |  |  |  |  |  |
| *K.FFR.3 Phonics and Word Analysis:*  B. Identify common letter-sound correspondences. |  |  |  |  |  |  |  |
| *K.FFR.3 Phonics and Word Analysis:*  C. 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”). |  |  |  |  |  |  |  |
| *K.FFR.3 Phonics and Word Analysis:*  D. Demonstrate knowledge that every word has a vowel sound. |  |  |  |  |  |  |  |
| *K.FFR.3 Phonics and Word Analysis:*  E. Identify the letter-sound correspondences for consonant digraphs (e.g., ch, sh, th, wh). |  |  |  |  |  |  |  |
| *K.FFR.3 Phonics and Word Analysis:*  F. Demonstrate knowledge of letter-sound correspondences to blend CV, CVC, VC words. |  |  |  |  |  |  |  |
| *K.FFR.3 Phonics and Word Analysis:*  G. Decode (read) and encode (spell) words with short vowels, including words beginning or ending in a digraph (e.g., ch, sh, th, wh). |  |  |  |  |  |  |  |
| *K.FFR.3 Phonics and Word Analysis:*  H. Use letter-sound correspondences to read grade-level high frequency words, including decodable and irregular words, with automaticity and accuracy. |  |  |  |  |  |  |  |

## Developing Skilled Readers and Building Stamina

| **Grade K Developing Skilled Readers and Building Stamina** | **Grade K Score** | **Grade 1 Developing Skilled Readers and Building Stamina** | **Grade 1 Score** | **Grade 2 Developing Skilled Readers and Building Stamina** | **Grade 2 Score** | **Grade 3 Developing Skilled Readers and Building Stamina** | **Grade 3  Score** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **K.DSR.1 The student will build knowledge and comprehension skills from reading and listening to a range of texts. This includes fluently reading decodable sentences and gathering evidence from content-rich texts (through read alouds) on topics to gain purposeful knowledge and vocabulary.** |  | **1.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading decodable texts and gathering evidence from reading widely (through content-rich read alouds) on topics to gain purposeful knowledge and vocabulary.** |  | **2.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely (through read alouds) on topics to gain purposeful knowledge and vocabulary.** |  | **3.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.** |  |
| A. 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).** |  | A. 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).** |  | A. 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).** |  | A. Read a variety of grade-level complex 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)** |  |
| **B. (Text Complexity, 2-12) -** Introduced in Grade Two. | NA | B. **(Text Complexity, 2-12)** Introduced in Grade Two. | NA | B. 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).** |  | B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 2-3 bands (See Quantitative and Qualitative Analysis charts for determining complexity in the Appendix) **(Text Complexity, 2-12).** |  |
| C. 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)**. |  | C. 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).** |  | C. 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).** |  | C. When responding to texts through discussions and/or writing, draw several pieces of evidence from read alouds and grade-level complex 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)**. |  |
| D. 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)**. |  | D. 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).** |  | D. 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).** |  | D. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary K-12)**. |  |
| E. **(Reading Strategies, 3-12)** - Introduced in Grade Three. | NA | **E.(Reading Strategies, 3-12)**: Introduced in Grade Three. | NA | **E.(Reading Strategies, 3-12)**:Introducedin Grade Three. | NA | E. Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others **(Reading Strategies, 3-12).** |  |

## Reading and Vocabulary

| **Grade K Reading and Vocabulary** | **Grade K Score** | **Grade 1 Reading and Vocabulary** | **Grade 1 Score** | **Grade 2 Reading and Vocabulary** | **Grade 2  Score** | **Grade 3 Reading and Vocabulary** | **Grade 3 Score** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **K.RV The student will systematically build vocabulary and word knowledge based on kindergarten content and texts heard.** |  | **1.RV The student will systematically build vocabulary and word knowledge based on grade-one content and texts heard or read.** |  | **2. RV The student will systematically build vocabulary and word knowledge based on grade-two content and texts heard or read.** |  | **3.RV The student will systematically build vocabulary and word knowledge based on grade- three content and texts read or heard.** |  |
| *K.RV.1 Vocabulary Development and Word Analysis*  A. Discuss meanings of words from a variety of texts and experiences. |  | *1.RV.1 Vocabulary Development and Word Analysis*  A. Discuss meanings of words in context from a variety of texts. |  | *2.RV.1 Vocabulary Development and Word Analysis*  A. Discuss meanings of new words or phrases acquired through conversations and literature. |  | *3.RV.1 Vocabulary Development and Word Analysis*  A. Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area. |  |
| *K.RV.1 Vocabulary Development and Word Analysis*  B. Ask questions about words not understood. |  | *1.RV.1 Vocabulary Development and Word Analysis*  B. Identify antonyms and synonyms of familiar words to deepen understanding of word meaning and relationships. |  | *2.RV.1 Vocabulary Development and Word Analysis*  B. Use vocabulary across content areas. |  | *3.RV.1 Vocabulary Development and Word Analysis*  B. Discuss meanings of complex words and phrases acquired through conversations and literature. |  |
| *K.RV.1 Vocabulary Development and Word Analysis*  C. Use vocabulary from across content areas. |  | *1.RV.1 Vocabulary Development and Word Analysis*  C. Ask for the meaning of unknown words and make connections to familiar words. |  | *2.RV.1 Vocabulary Development and Word Analysis*  C. Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. -s, -ing, - ed). |  | *3.RV.1 Vocabulary Development and Word Analysis*  C. Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g. -s, -ing, -ed). |  |
| *K.RV.1 Vocabulary Development and Word Analysis*  D. Identify the purpose of simple reference materials (e.g., pictures, dictionary, digital dictionary). |  | *1.RV.1 Vocabulary Development and Word Analysis*  D. Use vocabulary across content areas. |  | *2.RV.1 Vocabulary Development and Word Analysis*  D. Use the context of a sentence to apply knowledge of homophones. |  | *3.RV.1 Vocabulary Development and Word Analysis*  D. Use the context of a sentence to apply knowledge of homophones. |  |
| *K.RV.1 Vocabulary Development and Word Analysis*  E. Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text. |  | *1.RV.1 Vocabulary Development and Word Analysis*  E. Determine the meaning of an unknown word using frequently occurring root words and inflectional affixes (e.g. -s, -ing, -ed). |  | *2.RV.1 Vocabulary Development and Word Analysis*  E. Apply knowledge of morphology (e.g., common grade appropriate suffixes, prefixes), synonyms, and antonyms to determine the meaning of new words. |  | *3.RV.1 Vocabulary Development and Word Analysis*  E. Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words. |  |
| *K.RV.1 Vocabulary Development and Word Analysis*  F. Use newly learned words and phrases in discussions and speaking activities. |  | *1.RV.1 Vocabulary Development and Word Analysis*  F. Distinguish shades of meaning among verbs and adjectives. |  | *2.RV.1 Vocabulary Development and Word Analysis*  F. Distinguish shades of meaning among verbs and adjectives. |  | *3.RV.1 Vocabulary Development and Word Analysis*  F. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text. |  |
|  |  | *1.RV.1 Vocabulary Development and Word Analysis*  G. Identify the purpose of simple reference materials (e.g. picture dictionary, digital dictionary). |  | *2.RV.1 Vocabulary Development and Word Analysis*  G. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text. |  | *3.RV.1 Vocabulary Development and Word Analysis*  G. Distinguish shades of meaning among verbs and adjectives. |  |
|  |  | *1.RV.1 Vocabulary Development and Word Analysis*  H. Increase and develop breadth of vocabulary knowledge by listening to high quality, complex text. |  | *2.RV.1 Vocabulary Development and Word Analysis*  H. Use newly learned words and phrases in discussions and speaking activities. |  | *3.RV.1 Vocabulary Development and Word Analysis*  H. Use strategies to infer word meanings. |  |
|  |  | *1.RV.1 Vocabulary Development and Word Analysis*  I. Use newly learned words and phrases in discussions and speaking activities. |  |  |  | *3.RV.1 Vocabulary Development and Word Analysis*  I. Use glossaries, beginning dictionaries and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases. |  |
|  |  |  |  |  |  | *3.RV.1 Vocabulary Development and Word Analysis*  J. Use newly learned words and phrases in discussions and speaking activities. |  |

## Reading Literacy Text

| **Grade K Reading Literacy Text** | **Grade K Score** | **Grade 1 Reading Literacy Text** | **Grade 1 Score** | **Grade 2 Reading Literacy Text** | **Grade 2  Score** | **Grade 3 Reading and Vocabulary** | **Grade 3  Score** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **K.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard, to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.** |  | **1.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of literary texts heard or read including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale.** |  | **2.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts heard or read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, and folklore/tall tale, with a focus on fables/fairytales from a variety of cultures.** |  | **3.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/tall tale, with a focus on folklore and tall tales.** |  |
| *K.RL.1 Key Ideas and Plot Details*  A. With prompting and support, activate prior (experience) and background (content) knowledge and make connections to what is read. |  | *1.RL.1 Key Ideas and Plot Details*  A. Retell familiar stories sequentially and demonstrate an understanding of the story structure, the central message or lesson, and the details. |  | *2.RL.1Key Ideas and Plot Details*  A. Retell stories sequentially, including their overall structure, essential story events, and the central message, lesson, or moral. |  | *3.RL.1 Key Ideas and Plot Details*  A. Identify thematic topics of stories (e.g. friendship, survival, determination) and the lessons learned. |  |
| *K.RL.1 Key Ideas and Plot Details*  B. With prompting and support, demonstrate knowledge of story structure by orally identifying characters, setting, important events, and details. |  | *1.RL.1 Key Ideas and Plot Details*  B. Identify the elements of a familiar story, including the characters, setting, and important events (e.g., conflict and resolution). |  | *2.RL.1Key Ideas and Plot Details*  B. Identify a story’s central conflict using events from the plot as evidence. |  | *3.RL.1 Key Ideas and Plot Details*  B. Identify the central conflict and resolution using events from the plot to summarize the text. |  |
| *K.RL.1 Key Ideas and Plot Details*  C. With prompting and support, orally re-tell a familiar story in sequential order (beginning, middle, end). |  | *1.RL.1 Key Ideas and Plot Details*  C. Ask and answer literal (who, what, when, where) or inferential (how, why) questions about what is read. |  | *2.RL.1Key Ideas and Plot Details*  C. Describe character’s attributes (e.g., traits, motivations, or feelings) and how they respond to major events and challenges. |  | *3.RL.1 Key Ideas and Plot Details*  C. Describe a character’s attributes, including their traits, motivations, or feelings and how they develop throughout the text. |  |
| *K.RL.1 Key Ideas and Plot Details*  D. With prompting and support, generate predictions about story characters and events using the text. |  | *1.RL.1 Key Ideas and Plot Details*  D. Generate predictions about story characters and events using the text. |  | *2.RL.1Key Ideas and Plot Details*  D. Generate predictions about story characters and events using the text. |  | *3.RL.2 Craft and Style*  A. Discuss how an author uses characters and settings to advance the plot. |  |
| *K.RL.2 Craft and Style*  \*\*Standards related to Craft and Style are introduced in Grade Three. | NA | *1.RL.2 Craft and Style*  \*\*Standards that address Craft and Style are introduced in Grade Three. | NA | *2.RL.2 Craft and Style*  \*\*Standards that address Craft and Style begin in Grade Three. | NA | *3.RL.2 Craft and Style*  B. Identify and explain how an author uses sensory language (e.g., sights, sounds, smells, and tastes) to impact a reader’s understanding of characters, settings, and plot events. |  |
| *K.RL.3 Integration of Concepts*  A. 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). |  | *1.RL.3 Integration of Concepts*  A. Set a purpose for reading by providing a guiding question, activating prior (experience) and background (content) knowledge. |  | *2.RL.3 Integration of Concepts*  A. Set a purpose for reading by providing guiding questions, activating prior (experience) and background (content) knowledge. |  | *3.RL.2 Craft and Style*  C. Identify the narrator of a story and the speaker of a poem. |  |
| *K.RL.3 Integration of Concepts*  B. With prompting and support, compare and contrast characters, plot events, or settings between two familiar stories. |  | *1.RL.3 Integration of Concepts*  B. Make connections between characters, settings, and major events in stories heard, using key details. |  | *2.RL.3 Integration of Concepts*  B. Recognize dialogue in text and explain how it can reveal characters’ thoughts and perspectives. |  | *3.RL.2 Craft and Style*  D. Identify the characteristics of different genres. |  |
| *K.RL.3 Integration of Concepts*  C. With prompting and support, monitor listening comprehension. |  | *1.RL.3 Integration of Concepts*  C. Compare and contrast the adventures or experiences of characters in stories heard, using key details. |  | *2.RL.3 Integration of Concepts*  C. Compare and contrast characters, settings, and plots in two versions of the same story from different cultures (e.g., Cinderella stories). |  | *3.RL.3 Integration of Concepts*  A. Set a purpose for reading by looking at the illustrations and activating prior (experience) and background (content) knowledge. |  |
|  |  |  |  |  |  | *3.RL.3 Integration of Concepts*  B. Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events. |  |
|  |  |  |  |  |  | 3.RL.3 Integration of Concepts  C. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. |  |

## Reading Informational Text

| **Grade K Reading Informational Text** | **Grade K Score** | **Grade 1 Reading Informational Text** | **Grade 1 Score** | **Grade 2 Reading Informational Text** | **Grade 2 Score** | **Grade 3 Reading Informational Text** | **Grade 3  Score** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **K.RI The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard.** |  | **1.RI The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard or read.** |  | **2.RI The student will use textual evidence to demonstrate and build knowledge from a variety of grade level complex informational texts heard or read.** |  | **3.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.** |  |
| *K.RI.1 Key Ideas and Confirming Details*  A. With prompting and support, ask and answer literal (who, what, when, where) or inferential (why, how) questions about what is read. |  | *1.RI.1 Key Ideas and Confirming Details*  A. 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.RI.1 Key Ideas and Confirming Details*  A. Ask and answer literal and inferential questions (who, what, where, when, how, and why) about key details in a text. |  | *3.RI.1 Key Ideas and Confirming Details*  A. Determine the main idea of multi-paragraph texts as well as specific paragraphs within them. |  |
| *K.RI.1 Key Ideas and Confirming Details*  B. With prompting and support, identify the main topic and key details of a text. |  | *1.RI.1 Key Ideas and Confirming Details*  B. Identify the main idea and supporting details of a text. |  | *2.RI.1 Key Ideas and Confirming Details*  B. Retell key details of texts that demonstrate an understanding of the main topics of texts. |  | *3.RI.1 Key Ideas and Confirming Details*  B. Summarize texts using language that pertains to time, sequence, and cause and effect, referring to historical events, scientific ideas, or steps in technical procedures. |  |
| *K.RI.2 Craft and Style*  A. With prompting and support, identify the purpose of common text features: table of contents, headings, bolded words, and pictures. |  | *1.RI.1 Key Ideas and Confirming Details*  C. Explain the difference between facts and opinions in a text. |  | *2.RI.1 Key Ideas and Confirming Details*  C. Differentiate facts from opinions within a text. |  | *3.RI.1 Key Ideas and Confirming Details*  C. Identify and explain how an author uses reasons and evidence to support specific points in texts. |  |
| *K.RI.3 Integration of Concepts*  A. With prompting and support, identify basic similarities in and differences between two texts on the same topic. |  | *1.RI.2 Craft and Style*  A. Identify and use common text features to gain information: table of contents, headings, bolded words, and pictures, captions, and diagrams. |  | *2.RI.2 Craft and Style*  A. Use text features (table of contents, headings, pictures, captions, maps, and charts) to preview, set a purpose for reading and gain information. |  | *3.RI.2 Craft and Style*  A. Describe major structural differences between the organizational patterns of different informational texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological order) and how they support a reader’s understanding of the text. |  |
| *K.RI.3 Integration of Concepts*  B. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |  | *1.RI.2 Craft and Style*  B. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |  | *2.RI.2 Craft and Style*  B. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |  | *3.RI.2 Craft and Style*  B. Use text features and search tools (e.g., sidebars, hyperlink) to locate and gain information efficiently. |  |
|  |  | *1.RI.3 Integration of Concepts*  A. Identify basic similarities in and differences between two texts on the same topic. |  | *2.RI.3 Integration of Concepts*  A. Use prior (experience) and background (content) knowledge as context for new learning. |  | *3.RI.2 Craft and Style*  C. Identify the author’s purpose for writing, including what the author wants to answer, explain, or describe. |  |
|  |  | *1.RI.3 Integration of Concepts*  B. Describe the connection between two individuals, events, ideas, or pieces of information in a text. |  | *2.RI.3 Integration of Concepts*  B. Compare and contrast the most important points presented by two texts on the same topic. |  | *3.RI.3 Integration of Concepts*  A. Use prior (experience) and background (content) knowledge as context for new learning. |  |
|  |  |  |  | *2.RI.3 Integration of Concepts*  C. Describe the interactions between two individuals, events, ideas, or pieces of information in texts. |  | *3.RI.3 Integration of Concepts*  B. Compare and contrast the most important points and key details presented in two texts on the same topic. |  |
|  |  |  |  |  |  | *3.RI.3 Integration of Concepts*  C. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |  |
|  |  |  |  |  |  | *3.RI.3 Integration of Concepts*  D. Demonstrate comprehension by writing about what is read using the text for support. |  |

## Foundations for Writing

| **Grade K Foundations for Writing** | **Grade K Score** | **Grade 1 Foundations for Writing** | **Grade 1 Score** | **Grade 2 Foundations for Writing** | **Grade 2 Score** | **Grade 3 Foundations for Writing** | **Grade 3  Score** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **K.FFW The student will print legibly in manuscript.** |  | **1.FFW The student will print legibly in manuscript.** |  | **2.FFW The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.** |  | **3.FFW The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.** |  |
| *K.FFW.1 Handwriting*  A. Use functional pencil grasp for letter formation. |  | *1.FFW.1 Handwriting*  A. Use functional pencil grasp for letter formation. |  | *2.FFW.1 Handwriting*  A. Maintain legible printing and begin to make the transition to cursive. |  | *3.FFW.1 Handwriting*  A. Maintain legible printing. |  |
| *K.FFW.1 Handwriting*  B. Accurately and automatically print capital and lowercase letters of the alphabet independently. |  | *1.FFW.1 Handwriting*  B. Accurately and automatically form all capital and lowercase letters and numbers using manuscript letter formation. |  | *2.FFW.1 Handwriting*  B. Begin to write capital and lowercase letters of the alphabet in cursive. |  | *3.FFW.1 Handwriting*  B. Write capital and lowercase letters of the alphabet using correct letter formation in cursive. |  |
| *K.FFW.1 Handwriting*  C. Write left to right and top to bottom. |  | *1.FFW.1 Handwriting*  C. Accurately and automatically apply spaces between written words in phrases or sentence-level writing. |  | *2.FFW.1 Handwriting*  C. Begin to sign his/her first and last names. |  | *3.FFW.1 Handwriting*  C. Sign his/her first and last name. |  |
| *K.FFW.1 Handwriting*  D. Accurately print first and last names, beginning each with a capital letter. |  | *1.FFW.2 Spelling*  A. 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.FFW.2 Spelling*  A. 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. |  | *3.FFW.1 Handwriting*  D. Form cursive letters with flow from one letter to the next within names and words. |  |
| *K.FFW.1 Handwriting*  E. Apply spaces between written words in phrase or sentence level writing. |  | *1.FFW.2 Spelling*  B. Encode (spell) 2-syllable words (e.g., pancake) following basic patterns by breaking the words into syllables. |  | *2.FFW.2 Spelling*  B. Use phoneme-grapheme (sound/symbol) correspondence to encode (spell) multisyllabic words. |  | *3.FFW.2 Spelling*  A. Use phoneme-grapheme correspondence to encode (spell) multisyllabic words. |  |
| *K.FFW.2 Spelling*  A. Encode (spell) one syllable words with short vowels and one syllable words beginning or ending in a digraph (e.g., ch, sh, th, wh). |  | *1.FFW.2 Spelling*  C. Encode (spell) unfamiliar words by recognizing and applying taught word patterns. |  | *2.FFW.2 Spelling*  C. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy. |  | *3.FFW.2 Spelling*  B. Use common affixes to encode (spell) words. |  |
| *K.FFW.2 Spelling*  B. Encode (spell) unknown words using logical invented spelling. |  | *1.FFW.2 Spelling*  D. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy. |  |  |  | *3.FFW.2 Spelling*  C. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy. |  |
| *K.FFW.2 Spelling*  C. With prompting and support, use phoneme/grapheme (sound/symbol) correspondences to spell grade-level high-frequency words with accuracy. |  |  |  |  |  |  |  |

## Writing

| **Grade K Writing** | **Grade K Score** | **Grade 1 Writing** | **Grade 1 Score** | **Grade 2 Writing** | **Grade 2 Score** | **Grade 3 Writing** | **Grade 3  Score** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **K.W The student will write in a variety of forms, linked to kindergarten content and texts.** |  | **1.W The student will write in a variety of forms for diverse audiences and purposes linked to grade one content and texts.** |  | **2.FFW The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.** |  | **3.W The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.** |  |
| *K.W.1 Modes and Purposes for Writing*  A. Use a combination of drawing, dictating, and writing to compose narrative stories in sequential order (beginning, middle, end). |  | *1.W.1 Modes and Purposes for Writing*  A. 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.W.1 Modes and Purposes for Writing*  A. 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. |  | *3.W.1 Modes and Purposes for Writing*  A. Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose. |  |
| *K.W.1 Modes and Purposes for Writing*  B. Use a combination of drawing, dictating, and writing to compose descriptive writing that identifies a topic and provides one or more relevant details. |  | *1.W.1 Modes and Purposes for Writing*  B. Use a combination of drawing, dictating, and writing to compose informative/expository texts that name a topic and supply some facts about the topic. |  | *2.W.1 Modes and Purposes for Writing*  B. Write informative/explanatory texts that introduce a topic and develop the ideas with facts and examples. |  | *3.W.1 Modes and Purposes for Writing*  B. Write personal or fictional narratives that organize event sequences that unfold naturally. |  |
| *K.W.1 Modes and Purposes for Writing*  C. Use a combination of drawing, dictating, and writing to write in response to texts heard. |  | *1.W.1 Modes and Purposes for Writing*  C. Use a combination of drawing, dictating, and writing to compose opinion pieces that state an opinion and supply a reason for the opinion. |  | *2.W.1 Modes and Purposes for Writing*  C. Write opinion pieces on topics or texts that support a point of view with reasons. |  | *3.W.1 Modes and Purposes for Writing*  C. Write informative/explanatory texts to examine a topic that develops the topic with facts and details. |  |
| *K.W.2 Organization and Composition*  A. With guidance and support, use prewriting activities, including drawing and suggestions from peers to generate ideas and plan writing or dictation. This includes:   1. Identifying the audience and purpose of the writing (e.g., letters, stories, “all about” book, etc). 2. Composing or dictating simple sentences that include a subject (noun) and predicate(verb) focused on the topic. |  | *1.W.1 Modes and Purposes for Writing*  D. 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. |  | *2.W.1 Modes and Purposes for Writing*  D. Write in response to text(s) read or heard to share thinking with a couple supporting details from the text. |  | *3.W.1 Modes and Purposes for Writing*  D. Write opinion pieces on topics or texts, supporting a point of view with facts and reasons. |  |
| *K.W.3 Usage and Mechanics*  \*\*See Language Usage for grade level expectations. | NA | *1.W.2 Organization and Composition*  A. 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:   1. Identifying the audience and purpose of the writing (e.g., letters, stories, journals, etc.). 2. 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. |  | *2.W.2 Organization and Composition*  A. Engage in writing as a process to plan writing based on purpose and genre. This includes:   1. Writing a clear topic sentence focusing on the main idea. 2. Identifying the audience and purpose of the writing. 3. Developing, selecting, and organizing ideas and details relevant to the topic, purpose, and genre. 4. Providing a concluding statement or section. |  | *3.W.1 Modes and Purposes for Writing*  E. Write in response to text(s) read or heard to share thinking using supporting details from the text. |  |
|  |  | *1.W.3 Usage and Mechanics*  A. With guidance and support from adults, edit writing for conventions e.g., spelling, capitalization, usage, punctuation). (See Language Usage for grade level expectations). |  | *2.W.3 Usage and Mechanics*  A. With guidance and support from adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice. |  | *3.W.2 Organization and Composition*  A. Engage in writing as a process to compose a well-developed paragraph. This includes:   1. Writing a clear topic sentence focusing on a main idea. 2. Developing, selecting, and organizing ideas relevant to topic, audience, purpose, and genre. 3. Elaborating writing by including supporting details. 4. Using transition words to vary sentence structure. 5. Providing a concluding statement. |  |
|  |  |  |  | *2.W.3 Usage and Mechanics*  B. With guidance and support from adults, edit writing for conventions (e.g., spelling, capitalization, usage, punctuation). (See Language Usage for grade level expectations). |  | *3.W.3 Usage and Mechanics*  A. With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice. |  |
|  |  |  |  |  |  | *3.W.3 Usage and Mechanics*  B. With guidance and support from peers and adults, edit writing for format and conventions such as capitalization, usage, punctuation, and spelling. (See Language Usage for grade-level expectations). |  |

## Language Usage

| **Grade K Language Usage** | **Grade K Score** | **Grade 1 Language Usage** | **Grade 1 Score** | **Grade 2 Language Usage** | **Grade 2 Score** | **Grade 3 Language Usage** | **Grade 3  Score** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **K.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.** |  | **1.LU The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.** |  | **2.LU The student will use conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.** |  | **3.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.** |  |
| *K.LU.1 Grammar*  A. Produce and expand complete sentences in shared language activities. |  | *1.LU.1 Grammar*  A. Produce and expand simple sentences, including a noun, verb, and adjective. |  | *2.LU.1 Grammar*  A. Produce and expand complete sentences, both simple and compound. |  | *3.LU.1 Grammar*  A. Produce, expand, and rearrange simple and compound sentences when speaking and writing. |  |
| *K.LU.1 Grammar*  B. Use nouns to identify and name people, places, and things. |  | *1.LU.1 Grammar*  B. Form regular plural nouns orally by adding ‘s’ or ‘es’ sound. |  | *2.LU.1 Grammar*  B. Use indefinite (e.g., anybody, anything) reflexive (e.g., yourself, herself) pronouns. |  | *3.LU.1 Grammar*  B. Distinguish between complete and incomplete sentences. |  |
| *K.LU.1 Grammar*  C. Use pronouns to identify individuals and groups (he, she, they, his, hers, their(s). |  | *1.LU.1 Grammar*  C. Use personal and possessive pronouns to represent nouns. |  | *2.LU.1 Grammar*  C. Form and use regular and frequently occurring irregular plural nouns (e.g., men, teeth). |  | *3.LU.1 Grammar*  C. Form and use comparative and superlative adjectives when speaking and writing. |  |
| *K.LU.1 Grammar*  D. Use adjectives to describe specific objects (quantity, size, age, shape, color, or location). |  | *1.LU.1 Grammar*  D. Use frequently occurring adjectives to describe specific objects (quantity, size, age, shape, color, or location). |  | *2.LU.1 Grammar*  D. Use frequently occurring conjunctions to signal simple relationships (e.g., and, but, or, so, because). |  | *3.LU.1 Grammar*  D. Form and use regular and irregular verbs when speaking and writing. |  |
| *K.LU.1 Grammar*  E. Use verbs to locate specific actions. |  | *1.LU.1 Grammar*  E. Form and use simple verb tenses (past, present, and future) for regular verbs. |  | *2.LU.1 Grammar*  E. Use proper verb tense, including for frequently occurring irregular verbs (e.g., ran, told, went). |  | *3.LU.1 Grammar*  E. Use subject-verb agreement in simple sentences. |  |
| *K.LU.2 Mechanics*  A. With guidance and support, begin each sentence with a capital letter and capitalize the pronoun I. |  | *1.LU.1 Grammar*  F. Use proper verb tense and correct subject-verb agreement. |  | *2.LU.1 Grammar*  F. Use subject-verb agreement in simple sentences. |  | *3.LU.1 Grammar*  F. Eliminate double negatives when speaking and writing. |  |
| *K.LU.2 Mechanics*  B. With guidance and support, identify statements and questions and use ending punctuation (e.g., period and question mark). |  | *1.LU.1 Grammar*  G. Use articles correctly (e.g., a, an, the). |  | *2.LU.1 Grammar*  G. Use common abbreviations. |  | *3.LU.2 Mechanics*  A. Use commas in series, dates, addresses, and in greetings and closings of letters. |  |
| *K.LU.2 Mechanics*  C. Phonetically spell words containing unknown letter-sound correspondences. |  | *1.LU.1 Grammar*  H. Use interrogatives to ask questions in complete sentences (e.g., who, what, where, when, why, how). |  | *2.LU.1 Grammar*  H. Use contractions and singular possessives. |  | *3.LU.2 Mechanics*  B. Use apostrophes to form contractions and frequently occurring possessions in writing. |  |
|  |  | *1.LU.2 Mechanics*  A. Capitalize the first word in a sentence, proper nouns, and the pronoun I. |  | *2.LU.1 Grammar*  I. Eliminate double negatives when speaking. |  | *3.LU.2 Mechanics*  C. Capitalize holidays, names, and places. |  |
|  |  | *1.LU.2 Mechanics*  B. Identify statements and questions and, use correct ending punctuation (e.g., period, questions mark, and exclamation points). |  | *2.LU.2 Mechanics*  A. Identify statements, questions, and commands and use correct ending punctuation (e.g., period, question mark, and exclamation points). |  | *3.LU.2 Mechanics*  D. Use learned spelling patterns when writing words, including high frequency words and grade level word analysis knowledge. |  |
|  |  | *1.LU.2 Mechanics*  C. Use conventional spelling of words with commonly taught spelling patterns and for frequently occurring irregular words. |  | *2.LU.2 Mechanics*  B. Use commas in salutation and closing of a letter. |  | *3.LU.2 Mechanics*  E. Consult reference materials, including beginning dictionaries to check and correct spelling. |  |
|  |  |  |  | *2.LU.2 Mechanics*  C. Generalize learned spelling patterns when writing words. |  |  |  |

## Communication and Multimodal Literacies

| **Grade K Communication and Multimodal Literacies** | **Grade K Score** | **Grade 1 Communication and Multimodal Literacies** | **Grade 1 Score** | **Grade 2 Communication and Multimodal Literacies** | **Grade 2 Score** | **Grade 3 Communication and Multimodal Literacies** | **Grade 3  Score** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **K.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.** |  | **1.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.** |  | **2.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.** |  | **3.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.** |  |
| *K.C.1 Communication, Listening, and Collaboration*  A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on kindergarten topics and texts. This includes:   1. 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). 2. Respectfully building on others’ ideas and expressing their own clearly. 3. Asking questions to seek help, get information, or clarify information for further understanding. 4. Expressing ideas and needs in complete sentences. |  | *1.C.1 Communication, Listening, and Collaboration*  A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade one topics and texts. This includes:   1. 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). 2. Respectfully building on others’ ideas and expressing their own clearly. 3. Asking questions to seek help, get information, or clarify information for further understanding. 4. Expressing ideas and needs in complete sentences. |  | *2.C.1 Communication, Listening, and Collaboration*  A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes:   1. Listening actively and following agreed upon rules for participating in discussions. 2. Respectfully building on others’ ideas and expressing their own clearly. 3. Asking and responding to questions that acquire or confirm information on a topic. 4. Demonstrating active engagement when listening to a speaker and asking for clarification to ensure understanding. |  | *3.C.1 Communication, Listening, and Collaboration*  A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade three topics and texts. This includes:   1. Listening actively and speaking using agreed-upon discussion rules. 2. Respectfully building on others’ ideas and expressing their own clearly. 3. Asking and responding to questions that acquire or confirm information on a topic and link their comments to the remarks of others. 4. Actively engaging throughout the collaboration. |  |
| *K.C.2 Speaking and Presentation of Ideas*  A. Describe personal experiences using complete sentences. |  | *1.C.2 Speaking and Presentation of Ideas*  A. Describe people, places, things, and events with relevant details and using appropriate vocabulary. |  | *2.C.2 Speaking and Presentation of Ideas*  A. Use topic specific language and vocabulary to communicate ideas.   1. Speak audibly with appropriate pacing, prosody, and voice level. 2. Engage the audience by asking and/or responding to questions. |  | *3.C.2 Speaking and Presentation of Ideas*  A. Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:   1. Using descriptive details and appropriate facts to support themes or central ideas. 2. Speaking audibly with appropriate pacing, prosody, and voice level. 3. Using language (formal or informal) and style as appropriate to audience, topic, and purpose. |  |
| *K.C.2 Speaking and Presentation of Ideas*  B. Speak audibly with appropriate pacing, prosody, and voice level. |  | *1.C.2 Speaking and Presentation of Ideas*  B. Speak audibly with appropriate pacing, prosody, and voice level. |  | *2.C.2 Speaking and Presentation of Ideas*  B. Create and participate in oral language activities that include oral storytelling and dramatics. |  | *3.C.3 Integrating Multimodal Literacies*  A. Create a simple presentation using multimodal tools that enhance the topic and/or presentation. |  |
| *K.C.2 Speaking and Presentation of Ideas*  C. 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. |  | *1.C.2 Speaking and Presentation of Ideas*  C. 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. |  | *2.C.2 Speaking and Presentation of Ideas*  C. Retell information in an organized manner, focused on a key topic or experience. |  | *3.C.4 Examining Media Messages*  \*\*Standards that address Examining Media Messages begin in Grade Four. | NA |
| *K.C.2 Speaking and Presentation of Ideas*  D. 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.C.2 Speaking and Presentation of Ideas*  D. 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. |  | *2.C.3 Integrating Multimodal Literacies*  A. Create a simple presentation using multimodal tools that enhance the topic or presentation. |  |  |  |
| *K.C.3 Integrating Multimodal Literacies*  \*\*Standards related to Integrating Multimodal Literacies are introduced in Grade Three. | NA | *1.C.3 Integrating Multimodal Literacies*  \*\*Standards related to Integrating Multimodal Literacies are introduced in Grade Two. | NA | *2.C.4 Examining Media Messages*  \*\*Standards related to Examining Media Messages are introduced in Grade Four. | NA |  |  |
| *K.C.4 Examining Media Messages*  \*\*Standards related to Examining Media Messages are introduced in Grade Four. | NA | *1.C.4 Examining Media Messages*  *\*\**Standards related to Examining Media Messages are introduced in Grade Four. | NA |  |  |  |  |

## Research

| **Grade K Research** | **Grade K Score** | **Grade 1 Research** | **Grade 1 Score** | **Grade 2 Research** | **Grade 2 Score** | **Grade 3 Research** | **Grade 3  Score** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **K.R The student will conduct research and listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics or solve problems using available resources.** |  | **1.R The student will conduct research and listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics or solve problems using available resources.** |  | **2.R The student will conduct research and read or listen to a series of conceptually related texts on selected topics to build knowledge on grade-level topics or solve problems using available resources.** |  | **3.R The student will conduct research and read or listen to a series of conceptually related texts on selected topics to build knowledge on grade-three content and texts, solve problems and support cross-curricular learning.** |  |
| *K.R.1 Evaluation and Synthesis of Information*  A. With prompting and support, generate a topic of interest and question to explore a given topic. |  | *1.R.1 Evaluation and Synthesis of Information*  A. With prompting and support, generate research questions related to a given topic. |  | *2.R.1 Evaluation and Synthesis of Information*  A. Identify a topic and generate questions to explore the topic. |  | *3.R.1 Evaluation and Synthesis of Information*  A. Identify a topic and generate questions that explore the topic. |  |
| *K.R.1 Evaluation and Synthesis of Information*  B. With prompting and support, find information on the topic from pictures, texts, people or provided sources. |  | *1.R.1 Evaluation and Synthesis of Information*  B. Locate and collect information related to the given topic from pictures, texts, people, or provided sources. |  | *2.R.1 Evaluation and Synthesis of Information*  B. Locate information in reference texts, electronic resources, interviews, or provided sources. |  | *3.R.1 Evaluation and Synthesis of Information*  B. Locate information in reference texts, electronic resources, provided sources, or through interviews and take brief notes on sources. |  |
| *K.R.1 Evaluation and Synthesis of Information*  C. With prompting and support, use drawing, writing, or dictation to record facts and information collected from the research. |  | *1.R.1 Evaluation and Synthesis of Information*  C. Use templates to organize the information collected (e.g., charts, graphs). |  | *2.R.1 Evaluation and Synthesis of Information*  C. Use templates to organize the information collected (e.g., charts, graphs). |  | *3.R.1 Evaluation and Synthesis of Information*  C. Organize evidence into relevant categories, recognizing that some sources may be more reliable than others. |  |
| *K.R.1 Evaluation and Synthesis of Information*  D. With prompting and support, in small or large group settings, informally share recorded information collected from research. |  | *1.R.1 Evaluation and Synthesis of Information*  D. Use drawing, writing, or dictation to record facts and information collected from research. |  | *2.R.1 Evaluation and Synthesis of Information*  D. Record information on sources using own words, organizing evidence into provided categories. |  | *3.R.1 Evaluation and Synthesis of Information*  D. Organize and share information orally, in writing, or through visual display. |  |
|  |  | *1.R.1 Evaluation and Synthesis of Information*  E. In small or large group settings, informally share recorded information collected from research. |  | *2.R.1 Evaluation and Synthesis of Information*  E. Share information orally in writing, or through visual display, avoiding plagiarism and using own words. |  | *3.R.1 Evaluation and Synthesis of Information*  E. Avoid plagiarism, giving credit to sources of information (title and author when available). |  |