



Indiana Academic Standards
English/Language Arts: Grades K-5

I. Introduction

The college and career ready Indiana Academic Standards for English/Language Arts are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The definitions that guided this work were created by the Indiana Education Roundtable, Department of Education, Center for Education & Career innovation, Commission for Higher Education and the Department of Workforce Development. The definition for college and career ready by this group and used throughout this process is as follows: “College-and – career ready means an individual has the knowledge, skills and abilities to succeed in post-secondary education and economically-viable career opportunities.” Additionally Public Law 31-2014 [SEA 91] defines college and career readiness educational standards as “the standards that a high school graduate must meet to obtain the requisite knowledge and skill to transition without remediation to post-secondary education or training, and ultimately into a sustainable career.”

Standards Process

The Indiana Academic Standards were created through a collaborative process with input from teams of K-12 educators and parents representing school corporations located throughout the state of Indiana; professors of higher education, representing a wide range of Indiana’s public and private colleges and universities; and representatives from Indiana businesses and industries. The purpose of the standards process was to design college and career ready standards that would ensure students who complete high school in Indiana are ready for college and careers.

History

Public Law 286 was passed by the Indiana General Assembly in 2013, which created Indiana Code 20-19-2-14.5. The law requires the Indiana State Board of Education to perform a comprehensive review of Indiana’s current standards (which were the 2010 Common Core State Standards¹) and to adopt college and career ready educational standards no later than July 1, 2014.

In the fall of 2013, the Indiana Department of Education established Technical Teams, which were comprised of K-12 educators in English/Language Arts and Mathematics. The Technical Teams were responsible for reviewing the existing Indiana Academic Standards (Common Core State Standards) and providing suggestions for edits and word changes to improve the clarity and progression of the standards. The Department also created Advisory Teams, which were made up of educators from k-12, parents, community members, and higher education institutions across Indiana. The Advisory Teams were responsible for reviewing the work of the Technical Teams and providing additional input.

Evaluation Process

In January of 2014, the Indiana Department of Education, in collaboration with the Indiana State Board of Education, established Evaluation Teams. The Evaluation Teams were responsible for additional layers beyond the work of the Technical and Advisory Teams. The Evaluation Teams were tasked with conducting a comprehensive analysis of several sets of standards, with the goal of identifying the standards that most clearly aligned with the content and skills that Hoosier students would need to know and be able to do in order to be college and career ready.

Membership for the Evaluation Teams was gleaned from individuals who had previously participated on either a Technical Team or an Advisory Team. The Evaluation Team members were selected for their subject matter expertise (in English/Language Arts or Mathematics) and their classroom teaching experience.

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The Evaluation Teams were made up of K-12 educators who represented a wide variety of Indiana school corporations with over 445 years of combined classroom teaching experience, and higher education subject matter experts in English/Language Arts and Mathematics, representing Indiana’s public and private institutions of higher education.

The Evaluation Teams met for the first time in February of 2014. The English/Language Arts evaluation teams were given the E/LA Common Core State Standards, as well as Indiana’s 2006 E/LA Academic Standards and the standards created by the National Council of Teachers of English. The Mathematics evaluation teams were given the Mathematics Common Core State Standards, as well as Indiana’s 2000 Math Academic Standards, Indiana’s 2009 Math Academic Standards, and the standards created by the National Council of Teachers of Mathematics.

The panel was instructed to independently evaluate each set of standards, identifying whether the standard was wholly aligned with what a Hoosier student would need to know and be able to do in order to be college and career ready; partially aligned with what a Hoosier student would need to know and be able to do in order to be college and career ready; or not aligned with what a Hoosier student would need to know and be able to do in order to be college and career ready. The results of the evaluation were processed according to a forced consensus requirement—a majority requirement was calculated for each group of standards that was reviewed. Any standard that received a fully aligned rating by the majority of reviewers was marked as fully aligned; any standard that received a not aligned rating by the majority of reviewers was marked as not aligned; and any standard that received a partially aligned rating by the majority, or did not have a majority result, was marked as partially aligned.

Once the evaluations were complete, the results were compiled, and the Evaluation Teams were brought together to conduct a consensus process. The consensus process was blind (meaning that the Evaluation Team members did not know the origin of the standards that they were discussing). Through the consensus process, the Evaluation Teams were asked to select the standards that best and most thoroughly represented what students should know and be able to do in various areas of English/Language Arts and Mathematics in order to be college and career ready. The Evaluation Teams selected the standards that they found to be most appropriate; combined standards to create a more appropriate, rigorous, or clear standard; or, if they determined that gaps existed, wrote standards, or reviewed standards from other states (for example, the English/Language Arts Evaluation Teams reviewed the 2010 draft standards from Massachusetts).

Once the Evaluation Teams had selected the standards (from Common Core State Standards, Indiana Academic, or other states) or had written standards where they found gaps, the list of knowledge and skills identified as necessary for students to be college and career ready was posted for public comment.

Public Comment, Public Hearings, and National Expert Review

The draft college and career ready Indiana Academic Standards were posted for the public to review on February 19, 2014. The public was invited to provide comment through March 12. Over 2000 public comments were received. There were also three public hearings, which were held in southern, central, and northern Indiana, to receive public comment on the draft standards.

The comments from both the online public comment and the public hearings were compiled, reviewed and used to contribute to further iterations of the standards.

In addition, a variety of national experts were contacted to review the draft standards posted on February 19. The results of the reviews were discussed, and portions of the reviews were incorporated into further iterations of the standards.

Reconvening of Evaluation Teams

The Evaluation Teams were reconvened in March of 2014. The teams were tasked with incorporating public comment, and national expert review to ensure that the draft standards were aligned across grade levels and showed appropriate progression from grade to grade. The Evaluation Teams were also tasked with editing and revising standards for clarity, and addressing any other public comments and national expert review around grade appropriateness, bias, embedded pedagogy, or other factors.

Once the Evaluation Teams completed their reviews, the results were sent to the College and Career Ready (CCR) Panels for final review and approval. The results were also shared with additional national experts, who provided reviews. The results of those reviews were analyzed and synthesized and shared with the CCR Panels.

College and Career Ready (CCR) Panels

The College and Career Ready Panels were created in order to ensure that the standards that Indiana developed were aligned with what colleges, universities, industries, and businesses deem necessary for students to be college and career ready. The CCR Panels were made up of subject matter experts from a variety of Indiana public and private colleges and universities, as well as individuals representing Indiana's businesses and industries.

The CCR Panels were brought together in late March of 2014 to review the draft Indiana Academic Standards that had been reviewed and vetted by the Evaluation Teams in mid-March of 2014. The CCR Panels were tasked with reviewing the standards from 12th grade through kindergarten to ensure that the standards were clear and understandable; aligned across grade levels, showing appropriate progression from grade to grade; and designed to prepare students for college and career readiness. The CCR panels met several times throughout the end of March 2014 and early April 2014 to accomplish this task. At their last meeting, the CCR panel members were asked to sign-off on the draft standards, indicating whether, in their professional opinion, the standards were poised to prepare Hoosier students to be college and career ready.



Indiana Academic Standards

The culmination of the efforts of the Technical Teams, Advisory Teams, Evaluation Teams, and CCR Panels is the college and career ready Indiana Academic Standards that are college and career ready. While many of the standards originated from various sources, including the Common Core State Standards; 2000, 2006, and 2009 Indiana Academic Standards; Massachusetts 2010 Draft English/Language Arts Standards; Virginia Standards of Learning; Nebraska English/Language Arts Standards; the National Council of Teachers of Mathematics; and the National Council of Teachers of English, a number of original standards were also written by members of the Evaluation Teams or CCR Panels.

The process was designed to identify the clearest, most rigorous, and best aligned standards in Mathematics and English/Language Arts to ensure that Hoosier students will graduate meeting the definitions for college and career as defined in Indiana's processes.

What are college and career ready Indiana Academic Standards?

The college and career ready Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The Indiana Academic Standards for English/Language Arts demonstrate what students should know and be able to do in the areas of Reading, Writing, Speaking and Listening, and Media Literacy. The Indiana Academic Standards for Mathematics demonstrate what students should know and be able to do in the areas of K-8 Mathematics; Algebra I, II, and Geometry; and higher-level high school Mathematics courses. The Indiana Academic Standards for Content Area Literacy (History/Social Studies and Science/Technical Subjects) indicate ways in which students should be able to incorporate literacy skills into various content areas at the 6-12 grade levels.

What are the college and career ready Indiana Academic Standards NOT?

1). The standards are not curriculum.

While the standards may be used as the basis for curriculum, **the college and career ready Indiana Academic Standards are not a curriculum.** Therefore, identifying the sequence of instruction at each grade—what will be taught and for how long—requires concerted effort and attention at the corporation and school levels. While the standards may have examples embedded, and resource materials may include guidelines and suggestions, the standards do not prescribe any particular curriculum. Curriculum is determined locally by a corporation or school and is a prescribed learning plan toward educational goals that includes curricular tools and instructional materials, including textbooks, that are selected by the corporation/school and adopted through the local school board.

2). The standards are not instructional practices.

While the standards demonstrate what Hoosier students should know and be able to do in order to be prepared for college and careers, the standards are not instructional practices. The educators and subject matter experts that worked on the standards have taken care to ensure that the standards are free from embedded pedagogy and instructional practices. **The standards do not define how teachers should teach.** The standards must be complemented by well-developed, aligned, and appropriate curricular materials, as well as robust and effective instructional best practices.

3). The standards do not necessarily address students who are far below or far above grade-level.

The standards are designed to show what the average Hoosier student should know and be able to do in order to be prepared for college and career. However, some students may be far below grade level or in need of special education, and other students may be far above grade level. The standards do not provide differentiation or intervention methods necessary to support and meet the needs of these students. It is up to the district, school, and educators to determine the best and most effective mechanisms of standards delivery for these students.

4). The standards do not cover all aspects of what is necessary for college and career readiness

While the standards cover what have been identified as essential skills for Hoosier students to be ready for college and careers, the standards are not—and cannot be—an exhaustive list of what students need in order to be ready for life after high school. Students, especially younger students, require a wide range of

physical, social, and emotional supports in order to be prepared for the rigors of each educational progression (elementary grades to middle grades; middle grades to high school; and high school to college or career).

II. Acknowledgements

The college and career ready Indiana Academic Standards could not have been developed without the time, dedication, and expertise of Indiana’s K-12 teachers, parents higher education professors, and representatives of Indiana business and industry. Additionally, the members of the public, including parents, community members, policymakers, and educators who took time to provide public comments, whether through the online comment tool or in person at the various public hearings, have played a key role in contributing to the Indiana Academic Standards.

The Indiana Department of Education and Indiana State Board of Education would like to thank Ms. Sujie Shin of the Center on Standards and Assessment Implementation for providing expert facilitation throughout the process and acting in an advisory capacity. The Department and Board would also like to thank the individuals and organizations who provided national expert reviews of the draft standards.

We wish to specially acknowledge the members of the Technical Teams, Advisory Teams, Evaluation Teams, and College and Career Ready Panels who dedicated hundreds of hours to the review, evaluation, synthesis, rewriting, and creation of standards designed to be of the highest quality so that our Hoosier students who are ready for college and careers.

READING

Guiding Principle: *Students transition from “learning to read” to “reading to learn.” Students develop and apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in several genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).ⁱ*

READING: Foundations

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

In Reading: Foundations, students are expected to do the following:

| LEARNING OUTCOME | RF.1: LEARNING OUTCOME FOR READING FOUNDATIONS Develop, build, and apply knowledge of foundational reading skills | | | | | |
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| | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| | K.RF.1: Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills. | 1.RF.1: Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills. | 2.RF.1: Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills. | 3.RF.1: Apply foundational reading skills to build reading fluency and comprehension. | 4.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension. | 5.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension. |
| PRINT CONCEPTS | RF.2: PRINT CONCEPTS Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories | | | | | |
| | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| | K.RF.2.1: Demonstrate understanding that print moves from left to right across the page and from top to bottom. | 1.RF.2.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 2.RF.2.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 3.RF.2.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 4.RF.2.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 5.RF.2.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i> |

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| | K.RF.2.2: Recognize that written words are made up of sequences of letters. | 1.RF.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 2.RF.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 3.RF.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 4.RF.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 5.RF.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i> |
| | K.RF.2.3: Recognize that words are combined to form sentences. | 1.RF.2.3: Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation). | 2.RF.2.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 3.RF.2.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 4.RF.2.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 5.RF.2.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i> |
| | K.RF.2.4: Identify and name all uppercase (capital) and lowercase letters of the alphabet. | 1.RF.2.4: Learn and apply knowledge of alphabetical order. | 2.RF.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 3.RF.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 4.RF.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 5.RF.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i> |

RF.3: PHONOLOGICAL AWARENESS

Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds

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| PHONOLOGICAL AWARENESS | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| | K.RF.3.1: Identify and produce rhyming words. | 1.RF.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 2.RF.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 3.RF.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 4.RF.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 5.RF.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i> |
| | K.RF.3.2: Orally pronounce, blend, and segment words into syllables. | 1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi-syllable words. | 2.RF.3.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 3.RF.3.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 4.RF.3.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 5.RF.3.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i> |
| | K.RF.3.3: Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words. | 1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words. | 2.RF.3.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 3.RF.3.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 4.RF.3.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 5.RF.3.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i> |

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| | K.RF.3.4: Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds. | 1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words. | 2.RF.3.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 3.RF.3.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 4.RF.3.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 5.RF.3.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i> |
| | K.RF.3.5: Add, delete, or substitute sounds to change words. | 1.RF.3.5: Segment the individual sounds in one-syllable words. | 2.RF.3.5: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 3.RF.3.5: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 4.RF.3.5: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 5.RF.3.5: <i>Students are expected to build upon and continue applying concepts learned previously.</i> |
| | RF.4: PHONICS | | | | | |
| | Decode and read words by applying phonics and word analysis skills | | | | | |
| PHONICS | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| | K.RF.4.1: Use letter-sound knowledge to decode the sound of each consonant (e.g., <i>dog = /d/ /g/; soap = /s/ /p/</i>). | 1.RF.4.1: Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., <i>ai</i>) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., <i>cat, go, black, boat, her</i>), independent of context. | 2.RF.4.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 3.RF.4.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 4.RF.4.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 5.RF.4.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i> |
| | K.RF.4.2: Blend consonant-vowel-consonant (CVC) sounds to make words. | 1.RF.4.2: Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context. | 2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. | 3.RF.4.2: Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. | 4.RF.4.2: Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words. | 5.RF.4.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i> |

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| <p>K.RF.4.3: Recognize the long and short sounds for the five major vowels.</p> | <p>1.RF.4.3: Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.</p> | <p>2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.</p> | <p>3.RF.4.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p> | <p>4.RF.4.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p> | <p>5.RF.4.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p> |
| <p>K.RF.4.4: Read common high-frequency words by sight (e.g., <i>a, my</i>).</p> | <p>1.RF.4.4: Recognize and read common and irregularly spelled high-frequency words by sight (e.g., <i>have, said</i>).</p> | <p>2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., <i>through, tough; Jan., Fri.</i>).</p> | <p>3.RF.4.4: Read grade-appropriate words that have blends (e.g., <i>walk, play</i>) and common spelling patterns (e.g., <i>qu-</i>; <i>doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural</i>).</p> | <p>4.RF.4.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p> | <p>5.RF.4.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p> |
| <p>K.RF.4.5: Identify similarities and differences in words (e.g., <i>word endings, onset and rime</i>) when spoken or written.</p> | <p>1.RF.4.5: Read words in common word families (e.g., <i>-at, -ate</i>).</p> | <p>2.RF.4.5: Know and use common word families when reading unfamiliar words (e.g., <i>-ale, -est, -ine, -ock</i>).</p> | <p>3.RF.4.5: Know and use more difficult word families when reading unfamiliar words (e.g., <i>-ight</i>).</p> | <p>4.RF.4.5: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p> | <p>5.RF.4.5: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p> |
| <p>K.RF.4.6: <i>Standard begins at first grade.</i></p> | <p>1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., <i>look, -ed, -ing, -s, -er, -est</i>), and simple compound words (e.g., <i>cupcake</i>) and contractions (e.g., <i>isn't</i>).</p> | <p>2.RF.4.6: Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., <i>kitten's, sisters'</i>), and compound words.</p> | <p>3.RF.4.6: Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., <i>will not = won't</i>) and possessives (e.g., <i>children's, Dennis's</i>).</p> | <p>4.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., <i>roots and affixes</i>) to read accurately unfamiliar multi-syllabic words in context.</p> | <p>5.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., <i>roots and affixes</i>) to read accurately unfamiliar multi-syllabic words in context.</p> |

| RF.5: FLUENCY | | | | | | |
|--|---------------------|--|---|---|---|---|
| Demonstrate accuracy and fluency when reading | | | | | | |
| FLUENCY | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| | | K.RF.5: Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading. | 1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. | 2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. | 3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. | 4.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. |

READING: Literature

There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

In Reading: Literature, students are expected to do the following:

| RL.1: LEARNING OUTCOME FOR READING LITERATURE | | | | | | |
|---|---------------------|--|--|--|---|--|
| Read and comprehend a variety of literature independently and proficiently | | | | | | |
| LEARNING OUTCOME | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| | | K.RL.1: Actively engage in group reading activities with purpose and understanding. | 1.RL.1: With support, read and comprehend literature that is grade-level appropriate. | 2.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end. | 3.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently. | 4.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end. |

RL.2: STANDARD 2: KEY IDEAS AND TEXTUAL SUPPORT

Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes

| KEY IDEAS AND TEXTUAL SUPPORT | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
|-------------------------------|--|--|---|--|---|---|
| | K.RL.2.1: With support, ask and answer questions about main topics and key details in a text heard or read. | 1.RL.2.1: Ask and answer questions about main idea and key details in a text. | 2.RL.2.1: Ask and answer questions (e.g., <i>who was the story about; why did an event happen; where did the story happen</i>) to demonstrate understanding of main idea and key details in a text. | 3.RL.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | 4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. | 5.RL.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. |
| | K.RL.2.2: With support, retell familiar stories, poems, and nursery rhymes, including key details. | 1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson. | 2.RL.2.2: Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | 3.RL.2.2: Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works. | 4.RL.2.2: Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation. | 5.RL.2.2: Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| | K.RL.2.3: Identify important elements of the text (e.g., <i>characters, settings, or events</i>). | 1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting. | 2.RL.2.3: Describe how characters in a story respond to major events and how characters affect the plot. | 3.RL.2.3: Describe characters in a story (e.g., <i>their traits, motivations, or feelings</i>) and explain how their actions contribute to the plot. | 4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot. | 5.RL.2.3: Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot. |
| | K.RL.2.4: Make predictions about what will happen in a story. | 1.RL.2.4: Make and confirm predictions about what will happen next in a story. | 2.RL.2.4: Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why. | 3.RL.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 4.RL.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 5.RL.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i> |

| RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION | | | | | | |
|---|---|--|--|--|--|--|
| Build comprehension and appreciation of literature, using knowledge of literary structure and point of view | | | | | | |
| STRUCTURAL ELEMENTS AND ORGANIZATION | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| | K.RL.3.1: Recognize familiar narrative text genres (e.g., <i>fairy tales, nursery rhymes, storybooks</i>). | 1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., <i>fairy tales, nursery rhymes, storybooks</i>). | 2.RL.3.1: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | 3.RL.3.1: Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections. | 4.RL.3.1: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama. | 5.RL.3.1: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem. |
| | K.RL.3.2: With support, define the role of the author and illustrator of a story in telling the story. | 1.RL.3.2: Identify who is telling the story at various points in a text. | 2.RL.3.2: Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks. | 3.RL.3.2: Distinguish personal point of view from that of the narrator or those of the characters. | 4.RL.3.2: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | 5.RL.3.2: Describe how a narrator’s or speaker’s point of view influences how events are portrayed. |
| RL.4: CONNECTION OF IDEAS | | | | | | |
| Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning | | | | | | |
| CONNECTION OF IDEAS | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| | K.RL.4.1: With support, describe the relationship between illustrations and the story in which they appear. | 1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events. | 2.RL.4.1: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | 3.RL.4.1: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., <i>create mood, emphasize aspects of a character or setting</i>). | 4.RL.4.1: Describe how visual and multimedia presentations and representations can enhance the meaning of a text. | 5.RL.4.1: Analyze how visual and multimedia presentations and representations can enhance the meaning of a text. |
| | K.RL.4.2: With support, compare and contrast the adventures and experiences of characters in familiar stories. | 1.RL.4.2: Compare and contrast the adventures and experiences of characters in stories. | 2.RL.4.2: Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world. | 3.RL.4.2: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., <i>in books from a series</i>). | 4.RL.4.2: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. | 5.RL.4.2: Compare and contrast stories in the same genre on their approaches to similar themes and topics. |

READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Features and Structure, and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

In Reading: Nonfiction, students are expected to do the following:

| RN.1: LEARNING OUTCOME FOR READING NONFICTION | | | | | | |
|---|---|--|---|---|--|---|
| Read and comprehend a variety of nonfiction independently and proficiently | | | | | | |
| LEARNING OUTCOME | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| | | K.RN.1: Actively engage in group reading activities with purpose and understanding. | 1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate. | 2.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end. | 3.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently. | 4.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end. |
| RN.2: KEY IDEAS AND TEXTUAL SUPPORT | | | | | | |
| Extract and construct meaning from nonfiction texts using a range of comprehension skills | | | | | | |
| KEY IDEAS AND TEXTUAL SUPPORT | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| | K.RN.2.1: With support, ask and answer questions about important elements of a text (e.g., <i>events, topics, concepts</i>). | 1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text. | 2.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding. | 3.RN.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | 4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. | 5.RN.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. |

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| | K.RN.2.2: With support, retell the main idea and key details of a text. | 1.RN.2.2: Retell main ideas and key details of a text. | 2.RN.2.2: Identify the main idea of a multiparagraph text and the topic of each paragraph. | 3.RN.2.2: Determine the main idea of a text; recount the key details and explain how they support the main idea. | 4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. | 5.RN.2.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| | K.RN.2.3: With support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | 1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. | 2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text. | 3.RN.2.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different. | 4.RN.2.3: Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text. | 5.RN.2.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| RN.3: FEATURES AND STRUCTURES | | | | | | |
| Build understanding of nonfiction text, using knowledge of text features, structures, and author’s perspective | | | | | | |
| FEATURES AND STRUCTURES | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| | K.RN.3.1: Identify text features of a nonfiction text (e.g., <i>title, author, illustrations</i>) and describe the relationship between those features and the text in which they appear. | 1.RN.3.1: Know and use various text features (e.g., <i>table of contents, glossary, illustrations</i>) to locate and describe key facts or information in a text. | 2.RN.3.1: Use various text features (e.g., <i>table of contents, index, headings, captions</i>) to locate key facts or information and explain how they contribute to and clarify a text. | 3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., <i>maps, illustrations, charts, font/format</i>). | 4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., <i>charts, tables, graphs, headings, subheadings, font/format</i>). | 5.RN.3.1: Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem. |
| | K.RN.3.2: Recognize that a nonfiction text can be structured to describe a topic. | 1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., <i>sequential</i>) or to explain a simple cause and effect relationship. | 2.RN.3.2: Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship. | 3.RN.3.2: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. | 4.RN.3.2: Describe the organizational structure (e.g., <i>chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description</i>) of events, ideas, concepts, or information in a text or part of a text. | 5.RN.3.2: Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts. |

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| | K.RN.3.3: <i>Standard begins at second grade</i> | 1.RN.3.3: <i>Standard begins at second grade</i> | 2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text. | 3.RN.3.3: Distinguish one's own perspective from that of the author of the text. | 4.RN.3.3: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts. | 5.RN.3.3: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent. |
| CONNECTION OF IDEAS | RN.4: CONNECTION OF IDEAS | | | | | |
| | Build understanding of nonfiction texts by verifying points and making connections between topics and ideas | | | | | |
| | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| | K.RN.4.1: With support, identify the reasons an author gives to support points in a text. | 1.RN.4.1: Identify the reasons the author gives to support points in a text. | 2.RN.4.1: Describe how an author uses facts to support specific points in a text. | 3.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text. | 4.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text. | 5.RN.4.1: Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims. |
| | K.RN.4.2: With support, identify basic similarities in and differences between two texts on the same topic. | 1.RN.4.2: Identify basic similarities in and differences between two texts on the same topic. | 2.RN.4.2: Compare and contrast the most important points presented by two texts on the same topic. | 3.RN.4.2: Compare and contrast the most important points and key details presented in two texts on the same topic. | 4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject. | 5.RN.4.2: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject. |
| K.RN.4.3: <i>Standard begins at sixth grade.</i> | 1.RN.4.3: <i>Standard begins at sixth grade.</i> | 2.RN.4.3: <i>Standard begins at sixth grade.</i> | 3.RN.4.3: <i>Standard begins at sixth grade.</i> | 4.RN.4.3: <i>Standard begins at sixth grade.</i> | 5.RN.4.3: <i>Standard begins at sixth grade.</i> | |

READING: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

In Reading: Vocabulary, students are expected to do the following:

| LEARNING OUTCOME | RV.1: LEARNING OUTCOME FOR READING VOCABULARY Build and apply vocabulary using various strategies and sources | | | | | |
|---------------------|---|--|---|---|--|---|
| | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| | K.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary. | 1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary. | 2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary. | 3.RV.1: Build and use accurately conversational, general academic, and content-specific words and phrases. | 4.RV.1: Build and use accurately general academic and content-specific words and phrases. | 5.RV.1: Build and use accurately general academic and content-specific words and phrases. |
| VOCABULARY BUILDING | RV.2: VOCABULARY BUILDING Use strategies to determine and clarify words and understand their relationships | | | | | |
| | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| | K.RV.2.1: <i>Standard begins at first grade.</i> | 1.RV.2.1: Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words. | 2.RV.2.1: Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words. | 3.RV.2.1: Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words. | 4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words. | 5.RV.2.1: Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words. |

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|--|---|---|---|---|--|---|
| | K.RV.2.2: Identify and sort pictures of objects into categories (e.g., <i>colors, shapes, opposites</i>). | 1.RV.2.2: Define and sort words into categories (e.g., <i>antonyms, living things, synonyms</i>). | 2.RV.2.2: Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., <i>change, duck</i>). | 3.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., <i>puzzle, fire</i>). | 4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings. | 5.RV.2.2: Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies. |
| | K.RV.2.3: <i>Standard begins at sixth grade.</i> | 1.RV.2.3: <i>Standard begins at sixth grade.</i> | 2.RV.2.3: <i>Standard begins at sixth grade.</i> | 3.RV.2.3: <i>Standard begins at sixth grade.</i> | 4.RV.2.3: <i>Standard begins at sixth grade.</i> | 5.RV.2.3: <i>Standard begins at sixth grade.</i> |
| | K.RV.2.4: Recognize frequently occurring inflections (e.g., <i>look, looks</i>). | 1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word. | 2.RV.2.4: Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word. | 3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word. | 4.RV.2.4: Apply knowledge of word structure elements (e.g., <i>suffixes, prefixes, common Greek and Latin affixes and roots</i>), known words, and word patterns to determine meaning. | 5.RV.2.4: Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., <i>word origins, common Greek and Latin affixes and roots, parts of speech</i>). |
| | K.RV.2.5: <i>Standard begins at second grade.</i> | 1.RV.2.5: <i>Standard begins at second grade.</i> | 2.RV.2.5: Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to determine or clarify the meanings of words and phrases. | 3.RV.2.5: Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to determine or clarify the meanings of words and phrases. | 4.RV.2.5: Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to find the pronunciation and clarify the precise meanings of words and phrases. | 5.RV.2.5: Consult reference materials, both print and digital (e.g., <i>dictionary, thesaurus</i>), to find the pronunciation and clarify the precise meanings of words and phrases. |

| RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS | | | | | | |
|--|--|--|---|---|---|--|
| Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses | | | | | | |
| VOCABULARY IN LITERATURE AND NONFICTION TEXTS | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| | K.RV.3.1: With support, ask and answer questions about unknown words in stories, poems, or songs. | 1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell). | 2.RV.3.1: Recognize that authors use words (e.g., <i>regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms</i>) to provide rhythm and meaning in a story, poem, or song. | 3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., <i>similes</i>). | 4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., <i>similes, metaphors, or hyperbole</i>). | 5.RV.3.1: Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., <i>similes, metaphors, hyperbole, or allusion</i>). |
| | K.RV.3.2: With support, ask and answer questions about unknown words in a nonfiction text. | 1.RV.3.2: Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text. | 2.RV.3.2: Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area. | 3.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area. | 4.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area. | 5.RV.3.2: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text. |
| | K.RV.3.3: <i>Standard begins at third grade.</i> | 1.RV.3.3: <i>Standard begins at third grade.</i> | 2.RV.3.3: <i>Standard begins at third grade.</i> | 3.RV.3.3: Recognize the meanings of idioms in context. | 4.RV.3.3: Explain the meanings of proverbs, adages, and idioms in context. | 5.RV.3.3: Analyze the meanings of proverbs, adages, and idioms in context. |

WRITING

Guiding Principle: *Students develop and employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students experiment with different modes of writing to develop their craft and hone their skills as writers. Students conduct simple research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize information and data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.ⁱⁱ*

WRITING:

There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Note: The teaching of cursive writing that is included in this section is to be taught at the discretion of local decision. The Indiana Department of Education recommends the teaching of cursive writing to students in grades 3 and 4, not only for the purpose of allowing students to use the form of writing most appropriate to them and the setting, but for the more important purpose of being able to read cursive writing. Students need to be able to read cursive writing as they utilize primary documents (e.g., *historical documents, letters, etc.*).

In Writing, students are expected to do the following:

| W.1: LEARNING OUTCOME FOR WRITING | | | | | | |
|---|---|--|---|--|--|--|
| Write effectively for a variety of tasks, purposes, and audiences | | | | | | |
| LEARNING OUTCOME | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| | K.W.1: Write for specific purposes and audiences. | 1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences. | 2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts. | 3.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts. | 4.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts. | 5.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts. |

| W.2: HANDWRITING | | | | | | |
|---|---|--|---|---|--|--|
| Demonstrate the ability to write legibly | | | | | | |
| HANDWRITING | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| | K.W.2.1: Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words. | 1.W.2.1.: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately. | 2.W.2.1: Form letters correctly and space words and sentences properly so that writing can be read easily by another person. | 3.W.2.1: Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper. | 4.W.2.1: Write legibly in print or cursive, forming letters and words that can be read by others. | 5.W.2.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i> |
| | K.W.2.2: Write by moving from left to right and top to bottom. | 1.W.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 2.W.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 3.W.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 4.W.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i> | 5.W.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i> |

| W.3: WRITING GENRES | | | | | | |
|---|---|---|--|--|---|--|
| Develop writing skills by writing for different purposes and to specific audiences or people | | | | | | |
| | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| PERSUASIVE | <p>K.W.3.1: Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.</p> | <p>1.W.3.1: Write logically connected sentences to make a proposal to a particular audience (e.g., a <i>parent, classmate, etc.</i>) and give reasons why the proposal should be considered.</p> | <p>2.W.3.1: Write a logically connected paragraph or paragraphs, that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.</p> | <p>3.W.3.1 Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • State the opinion in an introductory statement or section. • Support the opinion with reasons in an organized way. • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section. | <p>4.W.3.1: Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • In an introductory statement, clearly state an opinion to a particular audience. • Support the opinion with facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section related to the position presented. | <p>5.W.3.1: Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Clearly present a position in an introductory statement to an identified audience. • Support the position with qualitative and quantitative facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Use language appropriate for the identified audience. • Connect reasons to the position using words, phrases, and clauses. • Provide a concluding statement or section related to the position presented. |

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| | <p>K.W.3.2: Use words and pictures to develop a main idea and provide some information about a topic.</p> | <p>1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.</p> | <p>2.W.3.2: Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.</p> | <p>3.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • State the topic, develop a main idea for the introductory paragraph, and group related information together. • Develop the topic with facts and details. • Connect ideas within categories of information using words and phrases. • Use text features (e.g., <i>pictures, graphics</i>) when useful to aid comprehension. • Provide a concluding statement or section. | <p>4.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • Provide an introductory paragraph with a clear main idea. • Provide supporting paragraphs with topic and summary sentences. • Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. • Connect ideas using words and phrases. • Include text features (e.g., <i>formatting, pictures, graphics</i>) and multimedia when useful to aid comprehension. • Use language and vocabulary appropriate for audience and topic. • Provide a concluding statement or section. | <p>5.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. • Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. • Connect ideas within and across categories using transition words (e.g., <i>therefore, in addition</i>). • Include text features (e.g., <i>formatting, pictures, graphics</i>) and multimedia when useful to aid comprehension. • Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. • Provide a concluding statement or section related to the information or explanation presented. |
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NARRATIVE

K.W.3.3: Use words and pictures to narrate a single event or simple story, arranging ideas in order.

1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that –

- Include a beginning.
- Use temporal words to signal event order (e.g., *first of all*).
- Provide details to describe actions, thoughts, and feelings.
- Provide an ending.

3.W.3.3: Write narrative compositions in a variety of forms that –

- Establish an introduction (e.g., *situation, narrator, characters*).
- Include specific descriptive details and clear event sequences.
- Include dialogue.
- Connect ideas and events using introduction and transition words.
- Provide an ending.

4.W.3.3: Write narrative compositions in a variety of forms that –

- Establish an introduction with a context to allow the reader to imagine the world of the event or experience.
- Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.
- Use dialogue and descriptive details to develop events and reveal characters’ personalities, feelings, and responses to situations.
- Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.
- Provide an ending that follows the narrated experiences or events.

5.W.3.3: Write narrative compositions in a variety of forms that –

- Develop the exposition (e.g., *describe the setting, establish the situation, introduce the narrator and/or characters*).
- Develop an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally, connecting ideas and events using transitions.
- Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
- Use precise and expressive vocabulary and figurative language for effect.
- Provide an ending that follows from the narrated experiences or events.

| W.4: THE WRITING PROCESS | | | | | | |
|--|--|--|---|---|--|--|
| Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others | | | | | | |
| KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 | |
| <p>K.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., <i>correct spelling of simple words, capitalization of the first word of the sentence</i>). • Use available technology to produce and publish writing. | <p>1.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., <i>sentence structure</i>); edit writing for format and conventions (e.g., <i>correct spelling of frequently used words, basic capitalization, end punctuation</i>); and provide feedback to other writers. • Use available technology to publish legible documents. | <p>2.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., <i>organization, sentence structure, word choice</i>); edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>); and provide feedback to other writers. • Use available technology to publish legible documents. | <p>3.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., <i>quality of ideas, organization, sentence fluency, word choice</i>); and edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>). • Use technology to interact and collaborate with others to publish legible documents. | <p>4.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., <i>quality of ideas, organization, sentence fluency, word choice</i>); edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>). • Use technology to interact and collaborate with others to publish legible documents. | <p>5.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., <i>quality of ideas, organization, sentence fluency, word choice</i>); and edit writing for format and standard English conventions. • Use technology to interact and collaborate with others to publish legible documents. | |

THE WRITING PROCESS

| STANDARD 5: THE RESEARCH PROCESS | | | | | | |
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| W.5: Build knowledge about the research process and the topic under study by conducting short research | | | | | | |
| FINDING, ASSESSING, SYNTHESIZING, AND REPORTING INFORMATION | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| | | <p>K.W.5: With support, build understanding of a topic using various sources.</p> <ul style="list-style-type: none"> Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic. | <p>1.W.5: With support, conduct simple research on a topic.</p> <ul style="list-style-type: none"> Identify several sources of information and indicate the sources. Organize information, using graphic organizers or other aids. Make informal presentations on information gathered. | <p>2.W.5: With support, conduct short research on a topic.</p> <ul style="list-style-type: none"> Find information on a topic of interest (e.g., <i>cardinals</i>). Identify various visual and text reference sources Organize, summarize, and present the information, choosing from a variety of formats | <p>3.W.5: Conduct short research on a topic.</p> <ul style="list-style-type: none"> Identify a specific topic or question of interest (e.g., <i>where did Benjamin Harrison grow up?</i>). Locate information in reference texts, electronic resources, or through interviews. Recognize that some sources may be more reliable than others. Record relevant information in their own words. Present the information, choosing from a variety of formats. | <p>4.W.5: Conduct short research on a topic.</p> <ul style="list-style-type: none"> Identify a specific question to address (e.g., <i>what is the history of the Indy 500?</i>). Use organizational features of print and digital sources to efficiently to locate further information. Determine the reliability of the sources. Summarize and organize information in their own words, giving credit to the source. Present the research information, choosing from a variety of formats. |

| W.6: CONVENTIONS OF STANDARD ENGLISH | | | | | | |
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| Demonstrate command of the conventions of standard English | | | | | | |
| | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| GRAMMAR AND USAGE | K.W.6.1: Demonstrate command of English grammar and usage, focusing on: | 1.W.6.1: Demonstrate command of English grammar and usage, focusing on: | 2.W.6.1: Demonstrate command of English grammar and usage, focusing on: | 3.W.6.1: Demonstrate command of English grammar and usage, focusing on: | 4.W.6.1: Demonstrate command of English grammar and usage, focusing on: | 5.W.6.1: Demonstrate command of English grammar and usage, focusing on: |
| | K.W.6.1a: Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., <i>dog/dogs, cat/cats</i>). | 1.W.6.1a: Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns. | 2.W.6.1a: Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns. | 3.W.6.1a: Nouns/Pronouns – Writing sentences using abstract nouns (e.g., <i>hope, thought</i>). | 4.W.6.1a: Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., <i>who, which</i>) and reflexive pronouns (e.g., <i>myself, ourselves</i>) and explaining their functions in the sentence. | 5.W.6.1a: Nouns/Pronouns – <i>Students are expected to build upon and continue applying conventions learned previously.</i> |
| | K.W.6.1b: Verbs – Writing sentences that include verbs. | 1.W.6.1b: Verbs – Writing sentences using verbs to convey a sense of past, present, and future. | 2.W.6.1b: Verbs – • Writing sentences that use the past tense of frequently occurring irregular verbs. • Understanding the functions of different types of verbs (e.g., <i>action, linking</i>) in sentences. | 3.W.6.1b: Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions. | 4.W.6.1b: Verbs – • Writing sentences that use the progressive verb tenses. • Recognizing and correcting inappropriate shifts in verb tense. • Using modal auxiliaries (e.g., <i>can, may, must</i>). | 5.W.6.1b: Verbs – • Writing sentences that use the perfect (e.g., <i>I have walked, I had walked, I will have walked</i>) verb tenses. • Correctly using verbs that are often misused (e.g., <i>lie/lay, sit/set, rise/raise</i>). |
| | K.W.6.1c: Adjectives/ Adverbs – <i>Standard begins at second grade.</i> | 1.W.6.1c: Adjectives/ Adverbs – <i>Standard begins at second grade.</i> | 2.W.6.1c: Adjectives/ Adverbs – Writing sentences that use adjectives and adverbs. | 3.W.6.1c: Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence. | 4.W.6.1c: Adjectives/ Adverbs – Writing sentences using relative adverbs (e.g., <i>where, when</i>) and explaining their functions in the sentence. | 5.W.6.1c: Adjectives/ Adverbs – <i>Students are expected to build upon and continue applying conventions learned previously.</i> |

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| | <p>K.W.6.1d: Prepositions – <i>Standard begins at fourth grade.</i></p> | <p>1.W.6.1d: Prepositions – <i>Standard begins at fourth grade.</i></p> | <p>2.W.6.1d: Prepositions – <i>Standard begins at fourth grade.</i></p> | <p>3.W.6.1d: Prepositions – <i>Standard begins at fourth grade.</i></p> | <p>4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</p> | <p>5.W.6.1d: Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.</p> |
| | <p>K.W.6.1e: Usage – Recognizing that there are different kinds of sentences (e.g., <i>sentences that tell something, sentences that ask something, etc.</i>).</p> | <p>1.W.6.1e: Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> | <p>2.W.6.1e: Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p> | <p>3.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., <i>and, for, but, or</i>).</p> | <p>4.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., <i>yet, nor, so</i>).</p> | <p>5.W.6.1e: Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p> |
| CAPITALIZATION, PUNCTUATION, AND SPELLING | <p>K.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> | <p>1.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> | <p>2.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> | <p>3.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> | <p>4.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> | <p>5.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> |
| | <p>K.W.6.2a: Capitalization – Capitalizing the first word in a sentence and the pronoun <i>I</i>.</p> | <p>1.W.6.2a: Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun <i>I</i>.</p> | <p>2.W.6.2a: Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.</p> | <p>3.W.6.2a: Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.</p> | <p>4.W.6.2a: Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.</p> | <p>5.W.6.2a: Capitalization – Applying correct usage of capitalization in writing.</p> |

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| | <p>K.W.6.2b: Punctuation – Recognizing and naming end punctuation.</p> | <p>1.W.6.2b: Punctuation –</p> <ul style="list-style-type: none"> • Correctly using a period, question mark, and exclamation mark at the end of a sentence. • Using commas in dates and to separate items in a series. | <p>2.W.6.2b: Punctuation –</p> <ul style="list-style-type: none"> • Correctly using a period, question mark, or exclamation mark at the end of a sentence. • Using an apostrophe to form contractions and singular possessive nouns. • Using commas in greetings and closings of letters, dates, and to separate items in a series. | <p>3.W.6.2b: Punctuation –</p> <ul style="list-style-type: none"> • Correctly using apostrophes to form contractions and singular and plural possessives. • Using quotation marks to mark direct speech. • Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., <i>a small, red bicycle</i>). | <p>4.W.6.2b: Punctuation –</p> <ul style="list-style-type: none"> • Correctly using apostrophes to form possessives and contractions. • Correctly using quotation marks and commas to mark direct speech. • Using a comma before a coordinating conjunction in a compound sentence. | <p>5.W.6.2b: Punctuation –</p> <ul style="list-style-type: none"> • Applying correct usage of apostrophes and quotation marks in writing. • Using a comma for appositives, to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence, and to indicate direct address. |
| | <p>K.W.6.2c: Spelling – Spelling simple words phonetically, drawing on phonemic awareness.</p> | <p>1.W.6.2c: Spelling –</p> <ul style="list-style-type: none"> • Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. • Correctly spelling words with common spelling patterns. • Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words. | <p>2.W.6.2c: Spelling –</p> <ul style="list-style-type: none"> • Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. • Generalizing learned spelling patterns (e.g., <i>word families</i>) when writing words. • Correctly spelling common irregularly-spelled grade-appropriate high frequency words. | <p>3.W.6.2c: Spelling –</p> <ul style="list-style-type: none"> • Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. • Using spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs</i>) when writing. | <p>4.W.6.2c: Spelling – Using spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs</i>) in writing single and multi-syllable words.</p> | <p>5.W.6.2c: Spelling – Applying correct spelling patterns and generalizations in writing.</p> |

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.ⁱⁱⁱ*

SPEAKING AND LISTENING:

There are five key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

In Speaking and Listening, students are expected to do the following:

| LEARNING OUTCOME | SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING | | | | | |
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| | Develop and apply effective communication skills through speaking and active listening | | | | | |
| | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| | K.SL.1: Listen actively and communicate effectively with a variety of audiences and for different purposes. | 1.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes. | 2.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>conventions, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes. | 3.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes. | 4.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes. | 5.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes. |
| DISCUSSION AND COLLABORATION | SL.2: DISCUSSION AND COLLABORATION | | | | | |
| | Develop and apply reciprocal communication skills by participating in a range of collaborative discussions | | | | | |
| | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| | K.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. | 1.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. | 2.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. | 3.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. | 4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. | 5.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. |

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| <p>K.SL.2.2: <i>Standard begins in third grade.</i></p> | <p>1.SL.2.2: <i>Standard begins in third grade.</i></p> | <p>2.SL.2.2: <i>Standard begins in third grade.</i></p> | <p>3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.</p> | <p>4.SL.2.2: Explore ideas under discussion by drawing on readings and other information.</p> | <p>5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.</p> |
| <p>K.SL.2.3: Listen to others, take turns speaking, and add one’s own ideas to small group discussions or tasks.</p> | <p>1.SL.2.3: Listen to others, take turns speaking about the topic, and add one’s own ideas in small group discussions or tasks.</p> | <p>2.SL.2.3: Listen to others, take one’s turn in respectful ways, and speak one at a time about the topics and text under discussion.</p> | <p>3.SL.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.</p> | <p>4.SL.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.</p> | <p>5.SL.2.3: Establish and follow agreed-upon rules for discussion.</p> |
| <p>K.SL.2.4: Ask questions to seek help, get information, or clarify something that is not understood.</p> | <p>1.SL.2.4: Ask questions to clarify information about topics and texts under discussion.</p> | <p>2.SL.2.4: Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> | <p>3.SL.2.4: Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.</p> | <p>4.SL.2.4: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> | <p>5.SL.2.4: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> |
| <p>K.SL.2.5: Continue a conversation through multiple exchanges.</p> | <p>1.SL.2.5: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> | <p>2.SL.2.5: Build on others’ talk in conversations by linking comments to the remarks of others.</p> | <p>3.SL.2.5: Explain personal ideas and understanding in reference to the discussion.</p> | <p>4.SL.2.5: Review the key ideas expressed and explain personal ideas in reference to the discussion.</p> | <p>5.SL.2.5: Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.</p> |

| SL.3: COMPREHENSION | | | | | | |
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| Develop and apply active listening and interpretation skills using various strategies | | | | | | |
| COMPREHENSION | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| | K.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | 1.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | 2.SL.3.1: Determine the purpose for listening (e.g., <i>to obtain information, to enjoy humor</i>) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media. | 3.SL.3.1 Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., <i>charts and graphs</i>), and orally. | 4.SL.3.1: Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | 5.SL.3.1: Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| | K.SL.3.2: Ask appropriate questions about what a speaker says. | 1.SL.3.2: Ask and answer questions about what a speaker says to clarify something that is not understood. | 2.SL.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue. | 3.SL.3.2: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | 4.SL.3.2: Identify and use evidence a speaker provides to support particular points. | 5.SL.3.2: Summarize a speaker’s points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence. |

SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS

Develop and apply speaking skills to communicate ideas effectively in a variety of situations

| PRESENTATION OF KNOWLEDGE AND IDEAS | SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS | | | | | |
|---|--|---|---|---|---|--|
| | Develop and apply speaking skills to communicate ideas effectively in a variety of situations | | | | | |
| | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| | <p>K.SL.4.1: Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.</p> | <p>1.SL.4.1: Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.</p> | <p>2.SL.4.1: Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.</p> | <p>3.SL.4.1: Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.</p> | <p>4.SL.4.1: Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.</p> | <p>5.SL.4.1: Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.</p> |
| <p>K.SL.4.2: <i>Standard begins in first grade.</i></p> | <p>1.SL.4.2: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.</p> | <p>2.SL.4.2: Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.</p> | <p>3.SL.4.2: Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.</p> | <p>4.SL.4.2: Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.</p> | <p>5.SL.4.2: Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.</p> | |
| <p>K.SL.4.3: Give, restate, and follow simple two-step directions.</p> | <p>1.SL.4.3: Give and follow three- and four-step directions.</p> | <p>2.SL.4.3: Give and follow multi-step directions.</p> | <p>3.SL.4.3: <i>Students are expected to build upon and continue applying conventions learned previously.</i></p> | <p>4.SL.4.3: <i>Students are expected to build upon and continue applying conventions learned previously.</i></p> | <p>5.SL.4.3: <i>Students are expected to build upon and continue applying conventions learned previously.</i></p> | |

MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and information, and they develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.^{iv}*

MEDIA LITERACY:

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

In Media Literacy, students are expected to do the following:

| LEARNING OUTCOME | ML.1: LEARNING OUTCOME FOR MEDIA LITERACY | | | | | |
|------------------|---|---|---|--|--|--|
| | Develop an understanding of media and the roles and purposes of media | | | | | |
| | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| | K.ML.1: Recognize various types of media. | 1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture. | 2.ML.1: Recognize the role of the media in informing, persuading, entertaining, and transmitting culture. | 3.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture. | 4.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture. | 5.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture. |
| MEDIA LITERACY | ML.2: MEDIA LITERACY | | | | | |
| | Recognize the purposes of media and the ways in which media can have influences | | | | | |
| | KINDERGARTEN | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 |
| | K.ML.2.1: Recognize common signs and logos and identify commercials or advertisements. | 1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed. | 2.ML.2.1: Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. | 3.ML.2.1: Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture. | 4.ML.2.1: Recognize claims in print, image, and multimedia and identify evidence used to support these claims. | 5.ML.2.1: Review claims made in various types of media and evaluate evidence used to support these claims. |

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|--|--|--|--|--|--|---|
| | K.ML.2.2: <i>Standard begins in fifth grade.</i> | 1.ML.2.2: <i>Standard begins in fifth grade.</i> | 2.ML.2.2: <i>Standard begins in fifth grade.</i> | 3.ML.2.2: <i>Standard begins in fifth grade.</i> | 4.ML.2.2: <i>Standard begins in fifth grade.</i> | 5.ML.2.2: Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues. |
|--|--|--|--|--|--|---|

ⁱ Adapted from *Standards for the English Language*. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.

ⁱⁱ Ibid.

ⁱⁱⁱ Ibid.

^{iv} Adapted from *Core Principles of Media Literacy Education in the United States*. National Association for Media Literacy Education, 2007. Available at <http://namle.net/wp-content/uploads/2013/01/CorePrinciples.pdf>.