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Working Together for Student Success

Indiana Academic Standards
English Language Arts
Vertical Articulation: Kindergarten-Grade 5

Introduction

The Indiana Academic Standards for English Language Arts are the result of a process designed to identify, evaluate, synthesize, and create the highest quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The 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 academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school-level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards could not have been developed without the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. The Indiana Department of Education (IDOE) acknowledges the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.

Indiana

DEPARTMENT OF EDUCATION

Reading: *Foundations*

RF.1: LEARNING OUTCOME FOR READING FOUNDATIONS
Develop, build, and apply knowledge of foundational reading skills

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:** Develop 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 build reading fluency and comprehension.	**5.RF.1:** Apply foundational reading skills to build reading fluency and comprehension.

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:** Students are expected to build upon and continue applying concepts learned previously.	**2.RF.2.1:** Students are expected to build upon and continue applying concepts learned previously.	**3.RF.2.1:** Students are expected to build upon and continue applying concepts learned previously.	**4.RF.2.1:** Students are expected to build upon and continue applying concepts learned previously.	**5.RF.2.1:** Students are expected to build upon and continue applying concepts learned previously.
K.RF.2.2: Recognize that written words are made up of sequences of letters.	**1.RF.2.2:** Students are expected to build upon and continue applying concepts learned previously.	**2.RF.2.2:** Students are expected to build upon and continue applying concepts learned previously.	**3.RF.2.2:** Students are expected to build upon and continue applying concepts learned previously.	**4.RF.2.2:** Students are expected to build upon and continue applying concepts learned previously**.**	**5.RF.2.2:** Students are expected to build upon and continue applying concepts learned previously.

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:** Students are expected to build upon and continue applying concepts learned previously.	**3.RF.2.3:** Students are expected to build upon and continue applying concepts learned previously.	**4.RF.2.3:** Students are expected to build upon and continue applying concepts learned previously.	**5.RF.2.3:** Students are expected to build upon and continue applying concepts learned previously.
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:** Students are expected to build upon and continue applying concepts learned previously.	**3.RF.2.4:** Students are expected to build upon and continue applying concepts learned previously.	**4.RF.2.4:** Students are expected to build upon and continue applying concepts learned previously.	**5.RF.2.4:** Students are expected to build upon and continue applying concepts learned previously.
RF.3: PHONOLOGICAL AWARENESS **Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds**					
K.RF.3.1: Identify and produce rhyming words.	**1.RF.3.1:** Produce rhyming words.	**2.RF.3.1:** Students are expected to build upon and continue applying concepts learned previously.	**3.RF.3.1:** Students are expected to build upon and continue applying concepts learned previously.	**4.RF.3.1:** Students are expected to build upon and continue applying concepts learned previously.	**5.RF.3.1:** Students are expected to build upon and continue applying concepts learned previously.
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:** Students are expected to build upon and continue applying concepts learned previously.	**3.RF.3.2:** Students are expected to build upon and continue applying concepts learned previously.	**4.RF.3.2:** Students are expected to build upon and continue applying concepts learned previously.	**5.RF.3.2:** Students are expected to build upon and continue applying concepts learned previously.
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:** Orally blend sounds in words.	**2.RF.3.3:** Students are expected to build upon and continue applying concepts learned previously.	**3.RF.3.3:** Students are expected to build upon and continue applying concepts learned previously.	**4.RF.3.3:** Students are expected to build upon and continue applying concepts learned previously.	**5.RF.3.3:** Students are expected to build upon and continue applying concepts learned previously.

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:** Students are expected to build upon and continue applying concepts learned previously.	**3.RF.3.4:** Students are expected to build upon and continue applying concepts learned previously.	**4.RF.3.4:** Students are expected to build upon and continue applying concepts learned previously.	**5.RF.3.4:** Students are expected to build upon and continue applying concepts learned previously.
K.RF.3.5: Add, delete, or substitute sounds to change one-syllable words.	**1.RF.3.5:** Segment the individual sounds in one-syllable words.	**2.RF.3.5:** Students are expected to build upon and continue applying concepts learned previously.	**3.RF.3.5:** Students are expected to build upon and continue applying concepts learned previously.	**4.RF.3.5:** Students are expected to build upon and continue applying concepts learned previously.	**5.RF.3.5:** Students are expected to build upon and continue applying concepts learned previously.

RF.4: PHONICS
Decode and read words by applying phonics and word analysis skills

K.RF.4.1: Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).	**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., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	**2.RF.4.1:** Students are expected to build upon and continue applying concepts learned previously.	**3.RF.4.1:** Students are expected to build upon and continue applying concepts learned previously.	**4.RF.4.1:** Students are expected to build upon and continue applying concepts learned previously.	**5.RF.4.1:** Students are expected to build upon and continue applying concepts learned previously.

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:** Students are expected to build upon and continue applying concepts learned previously.
K.RF.4.3: Recognize the long and short sounds for the five major vowels.	**1.RF.4.3:** Apply knowledge of final –e and common vowel teams (vowel digraphs) representing long vowel sounds.	**2.RF.4.3:** Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.	**3.RF.4.3:** Students are expected to build upon and continue applying concepts learned previously.	**4.RF.4.3:** Students are expected to build upon and continue applying concepts learned previously.	**5.RF.4.3:** Students are expected to build upon and continue applying concepts learned previously.
K.RF.4.4: Read common high-frequency words by sight (e.g., a, my).	**1.RF.4.4:** Recognize and read common and irregularly spelled high-frequency words by sight (e.g., have, said).	**2.RF.4.4:** Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).	**3.RF.4.4:** Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).	**4.RF.4.4:** Students are expected to build upon and continue applying concepts learned previously.	**5.RF.4.4:** Students are expected to build upon and continue applying concepts learned previously.
K.RF.4.5: Identify similarities and differences in words (e.g., word endings,	**1.RF.4.5:** Read words in common word families (e.g., -at, -ate).	**2.RF.4.5:** Know and use common word families when reading unfamiliar	**3.RF.4.5:** Know and use more difficult word families when reading	**4.RF.4.5:** Students are expected to build upon and continue applying	**5.RF.4.5:** Students are expected to build upon and continue applying

onset and rime) when spoken or written.		words (e.g., -ale, -est, -ine, -ock).	unfamiliar words (e.g., -ight).	concepts learned previously.	concepts learned previously.
K.RF.4.6: Standard begins at first grade.	**1.RF.4.6:** Read grade appropriate root words and affixes including plurals, verb tense, comparatives (e.g., look, -ed, -ing, -s, -er, - est), and simple compound words (e.g., cupcake) and contractions (e.g., isn't).	**2.RF.4.6:** Read multisyllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.	**3.RF.4.6:** Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).	**4.RF.4.6:** Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context.	**5.RF.4.6:** Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context.
RF.5: FLUENCY **Demonstrate accuracy and fluency when reading**					
K.RF.5: Orally 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.	**5.RF.5:** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

Reading: *Literature*

RL.1: LEARNING OUTCOME FOR READING LITERATURE
Read and comprehend a variety of literature independently and proficiently

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.	**5.RL.1:** Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.

RL.2: KEY IDEAS AND TEXTUAL SUPPORT
Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes

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., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main	**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.

		idea and key details in a 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:** Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.	**4.RL.2.2:** Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.	**5.RL.2.2:** Determine the 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., characters, settings, or events).	**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., their traits, motivations, or feelings) 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:** Students are expected to build upon and continue applying concepts learned previously.	**4.RL.2.4:** Students are expected to build upon and continue applying concepts learned previously.	**5.RL.2.4:** Students are expected to build upon and continue applying concepts learned previously.

RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION
Build comprehension and appreciation of literature, using knowledge of literary structure and point of view

K.RL.3.1: Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	**1.RL.3.1:** Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	**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 literary elements and themes and analyze how sensory tools impact meaning**					
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., create mood, emphasize aspects of a character or setting).	**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	**1.RL.4.2:** Compare and contrast the adventures	**2.RL.4.2:** Compare and contrast versions of the	**3.RL.4.2:** Compare and contrast the themes,	**4.RL.4.2:** Compare and contrast the treatment of	**5.RL.4.2:** Compare and contrast stories in the

the adventures and experiences of characters in familiar stories.	and experiences of characters in stories.	same stories from different authors, time periods, or cultures from around the world.	settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	same genre on their approaches to similar themes and topics.

Reading: *Nonfiction*

RN.1: LEARNING OUTCOME FOR READING NONFICTION
Read and comprehend a variety of nonfiction independently and proficiently

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 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.	**5.RN.1:** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.

RN.2: KEY IDEAS AND TEXTUAL SUPPORT
Extract and conduct meaning from nonfiction texts using a range of comprehension skills

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., events, topics, concepts).	**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.

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**					
K.RN.3.1: Identify text features of a nonfiction text (e.g., title, author, illustrations) 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., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	**2.RN.3.1:** Use various text features (e.g., table of contents, index, headings, captions) 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., maps, illustrations, charts, font/format).	**4.RN.3.1:** Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).	**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., sequential) 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., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) 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.
K.RN.3.3: Standard begins at second grade.	**1.RN.3.3:** Standard begins at second grade.	**2.RN.3.3:** Identify what the author wants the reader 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.
**RN.4: CONNECTION OF IDEAS** **Build understanding of nonfiction texts by verifying points and making connections between topics and ideas**				
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	**1.RN.4.2:** Identify basic similarities in and	**2.RN.4.2:** Compare and contrast the most	**3.RN.4.2:** Compare and contrast the most	**4.RN.4.2:** Combine information from two	**5.RN.4.2:** Combine information from several

in and differences between two texts on the same topic.	differences between two texts on the same topic.	important points presented by two texts on the same topic.	important points and key details presented in two texts on the same topic.	texts on the same topic in order to demonstrate knowledge about the subject.	texts or digital sources on the same topic in order to demonstrate knowledge about the subject.
K.RN.4.3: Standard begins at sixth grade.	**1.RN.4.3:** Standard begins at sixth grade.	**2.RN.4.3:** Standard begins at sixth grade.	**3.RN.4.3:** Standard begins at sixth grade.	**4.RN.4.3:** Standard begins at sixth grade.	**5.RN.4.3:** Standard begins at sixth grade. **6.RN.4.3:** Compare and contrast one author's presentation of events with that of another.

Reading: *Vocabulary*

RV.1: LEARNING OUTCOMES 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.

RV.2: VOCABULARY BUILDING
Use strategies to determine and clarify words and understand their relationship

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
K.RV.2.1: Standard begins at first grade.	**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.

K.RV.2.2: Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).	**1.RV.2.2:** Define and sort words into categories (e.g., antonyms, living things, synonyms).	**2.RV.2.2:** Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).	**3.RV.2.2:** Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).	**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: Standard begins at sixth grade.	**1.RV.2.3:** Standard begins at sixth grade.	**2.RV.2.3:** Standard begins at sixth grade.	**3.RV.2.3:** Standard begins at sixth grade.	**4.RV.2.3:** Standard begins at sixth grade.	**5.RV.2.3:** Standard begins at sixth grade. **6.RV.2.3:** Distinguish among the connotations of words with similar denotations.
K.RV.2.4: Recognize frequently occurring inflections (e.g., look, looks).	**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., suffixes, prefixes, common Greek and Latin affixes and roots), 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., word origins, common Greek and Latin affixes and roots, parts of speech).
K.RV.2.5: Standard begins at second grade.	**1.RV.2.5:** Standard begins at second grade.	**2.RV.2.5:** Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	**3.RV.2.5:** Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	**4.RV.2.5:** Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise	**5.RV.2.5:** Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify

				meanings of words and phrases.	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 meaning of words and their uses					
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., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) 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., similes).	**4.RV.3.1:** Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).	**5.RV.3.1:** Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).
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: Standard begins at third grade.	**1.RV.3.3:** Standard begins at third grade.	**2.RV.3.3:** Standard begins at third grade.	**3.RV.3.3:** Recognize and understand 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.

Reading: *WRITING*

W.1: LEARNING OUTCOME FOR WRITING
Write effectively for a variety of tasks, purposes, and audiences

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

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:** Write legibly by forming letters correctly and spacing words and sentences properly.	**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:** Students are expected to build upon and continue applying concepts learned previously.

K.W.2.2: Write by moving from left to right and top to bottom.	**1.W.2.2:** Students are expected to build upon and continue applying concepts learned previously.	**2.W.2.2:** Students are expected to build upon and continue applying concepts learned previously.	**3.W.2.2:** Students are expected to build upon and continue applying concepts learned previously.	**4.W.2.2:** Students are expected to build upon and continue applying concepts learned previously.	**5.W.2.2:** Students are expected to build upon and continue applying concepts learned previously.

W.3: WRITING GENRES
Develop writing skills by writing for different purposes and to specific audiences or people

K.W.3.1: Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.	**1.W.3.1:** Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered.	**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.	**3.W.3.1:** Write persuasive compositions in a variety of forms that: ● 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.	**4.W.3.1:** Write persuasive compositions in a variety of forms that: ● 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.	**5.W.3.1:** Write persuasive compositions in a variety of forms that: ● 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.
K.W.3.2: Use words and pictures to develop a main idea and provide some information about a topic.	**1.W.3.2:** Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.	**2.W.3.2:** Write a paragraph or paragraphs on a topic or main idea that introduce a topic, provide facts and details about the topic, and provide a concluding statement.	**3.W.3.2:** Write informative compositions on a variety of topics that: ● 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., pictures, graphics) when useful to aid comprehension. ● Provide a concluding statement or section.	**4.W.3.2:** Write informative compositions on a variety of topics that: ● 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., formatting, pictures, graphics) and multimedia when useful to aid comprehension.	**5.W.3.2:** Write informative compositions on a variety of topics that: ● 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 text to give clear support for topics. ● Connect ideas within and across categories using transition words (e.g. therefore, in addition). ● Include text features (e.g. formatting, pictures, graphics) and multimedia when useful to aid comprehension.

				● Use language and vocabulary appropriate for audience and topic. ● Provide a concluding statement or section.	● 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.
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 sequence**s.** ● 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'	**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

				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.	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**					
K.W.4: Apply the writing process to – ● With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence). ● Use available technology to produce and publish writing.	**1.W.4:** Apply the writing process to – ● With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and	**2.W.4:** Apply the writing process to – ● 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., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization,	**3.W.4:** Apply the writing process to – ● 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., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g.,	**4.W.4:** Apply the writing process to – ● 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., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling,	**5.W.4:** Apply the writing process to – ●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., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and

	provide feedback to other writers. ● Use available technology to produce and publish legible documents.	usage, punctuation); and provide feedback to other writers. ● Use available technology to produce and publish legible documents.	spelling, capitalization, usage, punctuation). ● Use available technology to produce and publish legible documents.	capitalization, usage, punctuation). ● Use technology to interact and collaborate with others to produce and publish legible documents.	standard English conventions. ● Use technology to interact and collaborate with others to publish legible documents.

W.5: THE RESEARCH PROCESS
Build knowledge about the research process and the topic under study by conducting short research

K.W.5: With support, build understanding of a topic using various sources. ● Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.	**1.W.5:** With support, conduct simple research on a topic. ● Identify several sources of information and indicate the sources. ● Organize information, using graphic organizers or other aids. ● Make informal presentations on information gathered.	**2.W.5:** With support, conduct short research on a topic. ● Find information on a topic of interest (e.g., cardinals). ● Identify various visual and text reference sources. ● Organize, summarize, and present the information, choosing from a variety of formats.	**3.W.5:** Conduct short research on a topic. ● Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). ● 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.	**4.W.5:** Conduct short research on a topic. ● Identify a specific question to address (e.g., What is the history of the Indy 500?). ● Use organizational features of print and digital sources to efficiently locate further information. ● Determine the reliability of the sources. ● Summarize and organize information in their own words, giving credit to the source.	**5.W.5:** Conduct short research assignments and tasks on a topic. ● With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?). ● Identify and acquire information through reliable primary and secondary sources. ● Summarize and paraphrase important ideas and supporting

			● Present the information, choosing from a variety of formats.	● Present the research information, choosing from a variety of formats.	details, and include direct quotations where appropriate, citing the source of information. ● Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. ● Present the research information, choosing from a variety of sources.
W.6: CONVENTIONS OF STANDARD ENGLISH **Demonstrate command of the conventions of standard English**					
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., dog/dogs, cat/cats).	**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., hope, thought).	**4.W.6.1a:** Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.	**5.W.6.1a:** Nouns/Pronouns – Students are expected to build upon and continue applying conventions learned previously.

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., action, linking) 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., can, may, must).	**5.W.6.1b:** Verbs- • Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses. • Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).
K.W.6.1c: Adjectives/ Adverbs – Standard begins at second grade.	**1.W.6.1c:** Adjectives/ Adverbs – Standard begins at second grade.	**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., where, when) and explaining their functions in the sentence.	**5.W.6.1c:** Adjectives/ Adverbs –Students are expected to build upon and continue applying conventions learned previously.
K.W.6.1d Prepositions – Standard begins at fourth grade.	**1.W.6.1d:** Prepositions – Standard begins at fourth grade.	**2.W.6.1d:** Prepositions – Standard begins at fourth grade.	**3.W.6.1d:** Prepositions – Standard begins at fourth grade.	**4.W.6.1d:** Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.	**5.W.6.1d:** Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.

K.W.6.1e: Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).	**1.W.6.1e:** Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	**2.W.6.1e:** Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	**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., and, for, but, or).	**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., yet, nor, so).	**5.W.6.1e:** Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).
K.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:	**1.W.6.2:** Demonstrate command of capitalization, punctuation, and spelling, focusing on:	**2.W.6.2:** Demonstrate command of capitalization, punctuation, and spelling, focusing on:	**3.W.6.2:** Demonstrate command of capitalization, punctuation, and spelling, focusing on:	**4.W.6.2:** Demonstrate command of capitalization, punctuation, and spelling, focusing on:	**5.W.6.2:** Demonstrate command of capitalization, punctuation, and spelling, focusing on:
K.W.6.2a: Capitalization – Capitalizing the first word in a sentence and the pronoun I.	**1.W.6.2a:** Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.	**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.	**3.W.6.2a:** Citalization – Capitalizing appropriate words in titles, historical periods, company names, product names,and special events.	**4.W.6.2a:** Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate**.**	**5.W.6.2a:** Capitalization – Applying correct usage of capitalization in writing.
K.W.6.2b: Punctuation – Recognizing and naming end punctuation.	**1.W.6.2b:** Punctuation – ● Correctly using a period, question mark,	**2.W.6.2b:** Punctuation – ● Correctly using a period, question mark,	**3.W.6.2b:** Punctuation – ● Correctly using apostrophes to form contractions and	**4.W.6.2b:** Punctuation – ● Correctly using apostrophes to form	**5.W.6.2b:** Punctuation – ● Applying correct usage of apostrophes

	and exclamation mark at the end of a sentence. ● Using commas in dates and to separate items in a series.	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.	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., a small, red bicycle).	possessives and contractions. ● Correctly using quotation marks and commas to mark direct speech. ● Using a comma before a coordinating conjunction in a compound sentence.	and quotation marks in writing. ● Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.
K.W.6.2c: Spelling – Spelling simple words phonetically, drawing on phonemic awareness.	**1.W.6.2c:** Spelling – ● 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.	**2.W.6.2c:** Spelling – ●Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. ●Generalizing learned spelling patterns (e.g., word families) when writing words. ●Correctly spelling common irregularly-spelled grade-appropriate high frequency words.	**3.W.6.2c:** Spelling – ● Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. ● Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.	**4.W.6.2c:** Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words.	**5.W.6.2c:** Spelling – Applying correct spelling patterns and generalizations in writing.

Reading: *SPEAKING AND LISTENING*

SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING
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., vocabulary) 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., conventions, vocabulary) 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., conventions, style, vocabulary) 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., conventions, style, vocabulary) 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., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

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.

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

SL.3: COMPREHENSION
Develop and apply active listening and interpretation skills using various strategies

KSL.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 what a speaker says to clarify something that is not understood.	**2.SL.3.1:** Determine the purpose for listening (e.g., to obtain information, to enjoy humor) 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., charts and graphs), 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 key details in a text read aloud or information presented orally or through other media.	**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 the skills to communicate ideas effectively in a variety of situations

K.SL.4.1: Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things,	**1.SL.4.1:** Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to	**2.SL.4.1:** Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an	**3.SL.4.1:** Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or	**4.SL.4.1:** Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective	**5.SL.4.1:** Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with

and events and, with support, provide additional details.	sensory detail when describing people, places, things, and events.	organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.	around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.	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.	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.
K.SL.4.2: Standard begins in first grade.	**1.SL.4.2:** Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.	**2.SL.4.2:** Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.	**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.	**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.	**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.
K.SL.4.3: Give, restate, and follow simple two-step directions.	**1.SL.4.3:** Give and follow three- and four-step directions.	**2.SL.4.3:** Give and follow multi-step directions.	**3.SL.4.3:** Students are expected to build upon and continue applying conventions learned previously.	**4.SL.4.3:** Students are expected to build upon and continue applying conventions learned previously.	**5.SL.4.3:** Students are expected to build upon and continue applying conventions learned previously.

Reading: *MEDIA LITERACY*

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.

ML.2: MEDIA LITERACY
Recognize the purpose 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.

K.ML.2.2: Standard begins in fifth grade.	1.ML.2.2: Standard begins in fifth grade.	2.ML.2.2: Standard begins in fifth grade.	3.ML.2.2: Standard begins in fifth grade.	4.ML.2.2: Standard begins in fifth grade.	5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.