

Kindergarten - Grade 8 Media/Library Scope & Sequence

NOTE: Once a concept/skill has been introduced, it is assumed that it will be reinforced as needed or appropriate at subsequent grade levels.

I. Reading Standards for Literature								
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Ask and answer questions about key details in a text; retell familiar stories, including key details; identify characters, settings, and major events in a story; ask and answer questions about unknown words in a text; recognize common types of texts; name the author and illustrator of a story and define the role of each in telling the story; describe the relationship between illustrations and the story in which they appear; compare and	Ask and answer questions about key details in a text; retell stories, including key details, and demonstrate understanding of their central message or lesson; Describe characters, settings, and major events in a story, using key details; identify words and phrases in stories or poems that suggest feelings or appeal to the senses; explain major differences between books that tell stories and books that give information,	Ask and answer such questions <i>as who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text; Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral; Describe how characters in a story respond to major events and challenges; Describe how words and phrases; Describe the overall structure of a story, including describing how	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events; Determine the meaning of	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; Determine a theme of a story, drama, or poem from details in the text; summarize the text; Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text; Determine the meaning of words and phrases as they are used in a text, including those that	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text; Compare and contrast two or more characters, settings, or events in a story or drama, drawing on	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments; Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text; Analyze how particular elements of a story or drama interact; Determine the meaning of words and phrases as they are used in a text, including figurative and connotative	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text; Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text; Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a

<p>contrast the adventures and experiences of characters in familiar stories; actively engage in group reading activities with purpose and understanding</p>	<p>drawing on a wide reading of a range of text types; identify who is telling the story at various points in text; use illustrations and details in a story to describe its characters, setting, or events; compare and contrast the adventures and experiences of characters in stories; Activate prior knowledge related to the information and events in a text</p>	<p>the beginning introduces the story and the ending concludes the action; Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud; Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot; Compare and contrast two or more versions of the same story by different authors or from different cultures; read and comprehend literature, including stories and poetry, in the grades 2–3</p>	<p>words and phrases as they are used in a text, distinguishing literal from nonliteral language; Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections; Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations; Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story;</p>	<p>allude to significant characters found in mythology; Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text; Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text; Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from</p>	<p>specific details in the text; Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes; Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.of a particular story, drama, or poem; Describe how a narrator’s or speaker’s point of view influences</p>	<p>resolution; Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone; Analyze how a drama’s or poem’s form or structure; Explain how an author develops the point of view of the narrator or speaker in a text; Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue; Compare and contrast texts in different forms or genres in terms of their approaches to similar themes</p>	<p>meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama; Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style; Analyze how an author develops and contrasts the points of view of different characters or narrators in a text; Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject</p>	<p>decision; Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise; Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony)</p>
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		text complexity band proficiently, with scaffolding as needed at the high end of the range;	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters;	different cultures	how events are described; Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text; Compare and contrast stories in the same genre on their approaches to similar themes and topics	and topics; Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history;		create such effects as suspense or humor; Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea; Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works
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II. Reading Standards for Informational Text

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Ask and answer questions about key details in a text; identify the main topic and retell key details of a text; describe the connection between two individuals, events, ideas, or pieces of information in a text; ask and answer questions about unknown words in a text; identify the front cover, back cover, and title page of a book; name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text; describe the relationship between the illustrations and the text in which they appear; identify the	Ask and answer questions about key details in a text; identify the main topic and retell key details of a text; describe the connection between two individuals, events, ideas, or pieces of information in a text; ask and answer questions to help determine or clarify the meaning of words and phrases in a text; know and use various text structures; distinguish between information provided by pictures or other illustrations and information provided by the words in a text; use the illustrations and details in a text	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text; Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text; Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text; Determine the meaning of words and phrases in a text; Know and use various text features to locate key facts or information in a text efficiently;	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; Determine the main idea of a text; recount the key details and explain how they support the main idea; Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect; Use text features and search tools to locate information	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; Determine the main idea of a text and explain how it is supported by key details; summarize the text; Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text; Describe the overall structure of events, ideas, concepts, or information in a text or part of a text; Compare	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text; 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; Compare and contrast the overall structure (e.g., chronology,	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments; Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text; Analyze the interactions between individuals, events, and ideas in a text; Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text; Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text; Analyze how a text makes connections among and distinctions between individuals, ideas, or events; Determine the meaning of words and phrases as they are used in a

<p>reasons an author gives to support points in a text; With prompting and support, identify basic similarities in and differences between two texts on the same topic; actively engage in group reading activities with purpose and understanding</p>	<p>to describe its key ideas; identify the reasons an author gives to support points in a text; Identify basic similarities in and differences between two texts on the same topic; Confirm predictions about what will happen next in a text;</p>	<p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe; Explain how specific images contribute to and clarify a text; Describe the logical connection between particular sentences and paragraphs in a text; Compare and contrast the most important points presented by two texts on the same topic; read and comprehend informational texts</p>	<p>relevant to a given topic efficiently; Distinguish their own point of view from that of the author of a text; Use information gained from illustrations and the words in a text to demonstrate understanding of the text; Describe the logical connection between particular sentences and paragraphs in a text; Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided; Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears; Explain how an author uses reasons and evidence to support particular points in a text; Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably</p>	<p>comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts; Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent; Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently; Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s);</p>	<p>Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas; Determine an author's point of view or purpose in a text and explain how it is conveyed in the text; Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue; Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not; Compare</p>	<p>impact of a specific word choice on meaning and tone; Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas; Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others; Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject; Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the</p>	<p>text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept; Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints; Evaluate the advantages and disadvantages of using different</p>
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					Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably;	and contrast one author's presentation of events with that of another	evidence is relevant and sufficient to support the claims; Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts	mediums to present a particular topic or idea; Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced; Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation

III. Reading Standards Foundational Skills

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>Demonstrate understanding of the organization and basic features of print; demonstrate understanding of spoken words, syllables, and sounds; know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text; read emergent-reader texts with purpose and understanding</p>	<p>Recognize the distinguishing features of a sentence; Orally produce single-syllable words by blending sounds; Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text; Read with sufficient accuracy and fluency to support comprehension</p>	<p>Recognize and produce rhyming words; Count, pronounce, blend, and segment syllables in spoken words; Blend and segment onsets and rimes of single-syllable spoken words; Blend two to three phonemes into recognizable words; Identify words with inconsistent but common spelling-sound correspondences; Read on-level text with purpose and understanding; Read on-level text orally with accuracy, appropriate rate, and expression on successive readings</p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text; Read grade-appropriate irregularly spelled words; Read with sufficient accuracy and fluency to support comprehension;</p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words; Read with sufficient accuracy and fluency to support comprehension; Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p>Read with sufficient accuracy and fluency to support comprehension; Read on-level text with purpose and understanding;</p>	<p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings;</p>	<p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>

IV. Writing Standards								
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Use a combination of drawing, dictating, and writing to compose opinion pieces; use a combination of drawing, dictating, and writing to compose informative/explanatory texts; use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened; produce writing in which the development and organization are appropriate to	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure; Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure; Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words; Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section; Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use	Write opinion pieces on topics or texts, supporting a point of view with reasons; Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons; Write informative/explanatory texts to examine a topic and convey ideas and information clearly; Introduce a topic and group related information together; include illustrations when useful to aiding comprehension; Write narratives to develop real or imagined experiences or	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose; Provide a concluding statement or section related to the opinion presented; Write informative/explanatory texts to examine a topic and convey ideas and information clearly; Link ideas within categories of information using words and phrases; Write narratives to develop real or imagined experiences or events using	Write opinion pieces on topics or texts, supporting a point of view with reasons and information; Write informative/explanatory texts to examine a topic and convey ideas and information clearly; Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to	Write arguments to support claims with clear reasons and relevant evidence; Write informative/explanatory texts to examine a topic and convey ideas, concepts, and Information through the selection, organization, and analysis of relevant content; Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences; Produce clear and coherent writing in which the	Write arguments to support claims with clear reasons and relevant evidence; Provide a concluding statement or section that follows from and supports the argument presented; Write informative/explanatory texts to examine a topic and convey ideas, concepts, and Information through the selection, organization, and analysis of relevant content; Write narratives to develop real or imagined experiences or events using effective technique, relevant	Write arguments to support claims with clear reasons and relevant evidence; Provide a concluding statement or section that follows from and supports the argument presented; Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content; Write narratives to develop real or

<p>task and purpose; respond to questions and suggestions from peers and add details to strengthen writing; explore a variety of digital tools to produce and publish writing, including in collaboration with peers; participate in shared research and writing projects; recall information from experiences or gather information from provided sources to answer a question;</p>	<p>sense of closure; produce writing in which the development and organization are appropriate to task and purpose; focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed; use a variety of digital tools to produce and publish writing, including in collaboration with peers; Participate in shared research and writing projects; recall information from experiences or gather information from provided sources to answer a question;</p>	<p>temporal words to signal event order, and provide a sense of closure; Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience; focus on a topic and strengthen writing as needed by revising and editing; use a variety of digital tools to produce and publish writing, including in collaboration with peers; Participate in shared research and writing projects; Recall information from experiences or gather information from provided sources to</p>	<p>events using effective technique, descriptive details, and clear event sequences; produce writing in which the development and organization are appropriate to task and purpose; develop and strengthen writing as needed by planning, revising, and editing; use technology to produce and publish writing as well as to interact and collaborate with others; Conduct short research projects that build knowledge about a topic; Recall information from experiences or gather information from print and digital sources; take brief notes on</p>	<p>effective technique, descriptive details, and clear event sequences; Use concrete words and phrases and sensory details to convey experiences and events precisely; Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience; develop and strengthen writing as needed by planning, revising, and editing; Conduct short research projects that build knowledge through investigation of different</p>	<p>task, purpose, and audience; develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach; use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting; Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic; Recall relevant information from</p>	<p>development, organization, and style are appropriate to task, purpose, and audience; develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach; Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting; Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when</p>	<p>descriptive details, and well-structured event sequences; Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and</p>	<p>imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences; Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; Use technology, including the Internet, to produce and publish writing and present the</p>
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		answer a question; Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences	sources and sort evidence into provided categories; Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences	aspects of a topic; Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources; Draw evidence from literary or informational texts to support analysis, reflection, and research; Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences	experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources; Draw evidence from literary or informational texts to support analysis, reflection, and research; Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences;	appropriate; Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources; Draw evidence from literary or informational texts to support analysis, reflection, and research	citing sources; Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation; Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation	relationships between information and ideas efficiently as well as to interact and collaborate with others; Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration; Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
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V. Speaking and Listening Standards

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Participate in collaborative conversations with diverse partners about kindergarten topics and texts; confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood; ask and answer questions in order to seek help, get information, or clarify something that is not understood; describe familiar people, places, things, and events and, with prompting and	Follow agreed-upon rules for discussions; Build on others' talk in conversations by responding to the comments of others through multiple exchanges; Ask questions to clear up any confusion about the topics and texts under discussion; Give, restate, and follow simple two-step directions; Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood; Describe people, places, things, and	Follow agreed-upon rules for discussions; Build on others' talk in conversations by linking their comments to the remarks of others; Ask for clarification and further explanation as needed about the topics and texts under discussion; Recount or describe key ideas or details from a text read aloud or information presented orally or through other media; Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen	Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly; Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally; Ask and answer questions about information from a speaker, offering appropriate elaboration and detail; Report on a topic or text, tell a story,	Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly; Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally; Identify the reasons and evidence a speaker or media source provides to support particular points; Report on a topic or text, tell a story, or recount an	Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 5</i> topics and texts, building on others' ideas and expressing their own clearly; Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally; Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any	Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and <i>issues</i> , building on others' ideas and expressing their own clearly; Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study; Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not; Present claims and findings, sequencing	Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly; Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study; Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the	Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly; Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation; Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced;

<p>support, provide additional detail; add drawings or other visual displays to descriptions as desired to provide additional detail; speak audibly and express thoughts, feelings, and ideas clearly</p>	<p>events with relevant details, expressing ideas and feelings clearly; Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings; Produce complete sentences when appropriate to task and situation;</p>	<p>understanding of a topic or issue; Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences; Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings; Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p>	<p>or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace; Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details; Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p>	<p>experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace; Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes; Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation</p>	<p>logical fallacies; Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace; Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes; Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation</p>	<p>ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation; Include multimedia components and visual displays in presentations to clarify information; Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>	<p>sufficiency of the evidence; Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation; Include multimedia in presentations to clarify claims and findings and emphasize salient points; Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>	<p>Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation; Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest; Adapt speech to a variety of contexts and tasks</p>
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