

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 |
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| 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 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; 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 |

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| contrast the adventures and experiences of characters in familiar stories; actively engage in group reading activities with purpose and understanding | 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 | 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 | 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; | 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 | 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 | 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 | 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 | 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) |
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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 |
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| 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 |

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| 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 | 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; | 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 | 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. | 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 | 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); | 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 | 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 | 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 |
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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 |
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III. Reading Standards Foundational Skills

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
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| 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 | 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 | 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 | 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; | 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 | Read with sufficient accuracy and fluency to support comprehension; Read on-level text with purpose and understanding; | Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; | 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 | 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 |

IV. Writing Standards

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
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| 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 | 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 |

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| 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; | 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; | 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 | 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 | 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 | 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 | 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 | 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 | 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 |
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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 |
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| 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 relevance and | 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; |

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| 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 | 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; | 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 | 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 | 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 | 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 | 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 | 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 | 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 |
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