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

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 endina 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 firstand 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

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)

text complexity band proficiently, with scaffolding as	Compare and contrast the themes, settings, and	different cultures	how events are described; Analyze how	and topics; Compare and contrast a fictional	create such effects as suspense or humor; Evaluate
needed at the high end of the range;	plots of stories written by the same author about the same		visual and multimedia elements contribute to the	portrayal of a time, place, or character and a historical	the advantages and disadvantages of using
	or similar characters;		meaning, tone, or beauty of a text; Compare and contrast stories in the same genre on their	account of the same period as a means of understanding how authors of fiction use or alter history;	different mediums to present a particular topic or idea; Analyze how a modern work of fiction
			approaches to similar themes and topics		draws on themes, patterns of events, or character types from myths, traditional
					stories, or religious works

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

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

		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** Recognize the Demonstrate Recognize and Know and apply Know and apply Read with Read on-level Read on-level Read on-level distinguishing sufficient understanding produce grade-level grade-level prose and prose and prose and of the features of a rhyming words; phonics and phonics and accuracy and poetry orally poetry orally poetry orally word analysis with accuracy, organization sentence: Orally Count. word analysis fluency to with accuracy, with accuracy, skills in skills in and basic produce singlepronounce, support appropriate appropriate appropriate features of print; syllable words blend, and decoding words decoding words; comprehension; rate, and rate, and rate, and demonstrate by blending seament both in isolation Read with Read on-level expression on expression on expression on syllables in sufficient text with successive successive successive understanding sounds; Know and in text: of spoken and apply spoken words: Read gradeaccuracy and purpose and readings; readings; Use readings: Use words, grade-level Blend and appropriate fluency to understanding; context to context to confirm or selfsyllables, and phonics and segment onsets irregularly support confirm or selfsounds: know word analysis and rimes of spelled words; comprehension; correct word correct word and apply skills in single-syllable Read with Use context to recognition and recognition and decoding words spoken words; sufficient confirm or selfunderstanding, understanding, grade-level phonics and both in isolation Blend two to correct word rereading as rereading as accuracy and word analysis and in text: three phonemes fluency to recognition and necessary necessary skills in Read with support understanding. into rereading as sufficient decoding words recognizable comprehension: both in isolation words; Identify accuracy and necessary and in text; read fluency to words with emergentsupport inconsistent but reader texts comprehension common with purpose spelling-sound and correspondence understanding s: Read on-level text with purpose and understanding: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings

IV. Writing Standards

combination of drawing, dictating, and writing to compose opinion, supply combination of drawing, and writing to compose of drawing, and writing to compose of dictating, and writing to compose of drawing, and writing to combination of dictating, and writing to combination of dictating, and writing to compose of compose of compose informative/expl anatory texts; use a compose of compose informative/expl anatory texts; use a compose of compose informative/expl anatory texts; use a composition, and compose of compose of compose informative/expl anatory texts; use a composition of drawing, combination of drawing and convey interest to the provide and point of view and point of view and point of view and point of view with reasons; und i	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
drawing, dictating, and writing to compose they are writing apoint, state an opinion, supply combination of dictating, and writing to compose informative/expl anatory texts; use a compose informative/expl anatory texts; use a combination of dictating, and writing to combination of dictating, and writing to combination of dictating, and compose informative/expl anatory texts; use a combination of drawing, and opinion, and compose informative/expl anatory texts; use a combination of drawing, and support the informative/expl anatory texts in which they combination of drawing, and siction of drawing, and siction and control informative/expl anatory texts in which they introduce the the topic or text they are writing about, state an opinion, and organizational structure in which reasons and relevant evidence; Write informative/expl anatory texts to examine a topic and convey ideas and information they areason tor the opinion, and organization and provide some opinion, and opinion, supply reasons that support text they are writing about, state an opinion, and organization and provide some opinion, and organization and provide some opinion, and opinion, supply anatory texts to examine a topic and convey ideas and informative/expl anatory texts to to the opinion organization and provi	support claims with clear reasons and relevant evidence; Provide a concluding statement or section that follows from and supports the argument presented;
dictating, and writing to compose opinion pieces; use a combination of dictating, and writing to compose of compose of dictating, and writing to compose of compose of compose of compose of compose of compose informative/expl anatory texts; use a combination of dictating, and writing to compose of compose informative/expl anatory texts; use a combination of dictating, and writing to compose of compose informative/expl anatory texts; use a combination of drawing, and writing to combination of drawing, and or combination of drawing, and writing to combination of drawing, and writing to combination of drawing, and compose of combination of drawing, and compose of drawing, and compose of combination of drawing, and compose of drawing, dictating, and facts about the opinion of drawing, dictating to compose of drawing, dictating, and definitions of drawing, dictating to compose of drawing to provide some opinion, supply topic or text of the topic or text	with clear reasons and relevant evidence; Provide a concluding statement or section that follows from and supports the argument presented;
writing to compose they are writing about, state an opinion, supply combination of drawing, dictating, and compose informative/expl anatory texts; use a wich they are writing anatory texts in which they combination of drawing, dictating, and opinion of dictating, and season for the offermative/expl anatory texts in which they combination of drawing, dictating, and season for the anatory texts in which they combination of drawing, dictating, and solution of drawing, and significant and they are writing about, state an opinion, supply reasons that state an opinion, supply reasons that support the opinion, use linking words; use a combination of drawing, dictating, and facts about the opinion pieces; about, state an opinion, supply reasons that support the opinion, use a sount the vidence; Write with reasons and relevant evidence; Write informative/expl anatory texts to examine a topic and convey ideas and informative/expl anatory texts to examine a topic anatory texts to develop real or imagined examine a topic or text they are writing about, state an opinion, supply reasons that structure in which related informative/expl anatory texts to evidence; Write informative/expl anatory texts to examine a topic and convey ideas and informative/expl anatory texts to examine a topic and convey ideas and informative/expl anatory texts to examine a topic and convey ideas and and supports the opinion and supports the evidence; Write informative/expl anatory texts to examine a topic and convey ideas and informative/expl anatory texts to examine a topic and convey ideas and information or opinion, and support the examine a topic and convey ideas and informative/expl anatory texts to examine a topic and convey ideas and informative/expl anatory texts to examine a topic and convey ideas and informative/expl anatory texts to examine a topic an	reasons and relevant evidence; Provide a concluding statement or section that follows from and supports the argument presented;
they are writing about, state an opinion, supply combination of drawing, writing about sense of compose informative/expl anatory texts; use a which they are writing about, state an opinion, supply combination of drawing, writing about, state an opinion, supply a reason for the opinion, and writing to compose informative/expl anatory texts; use a combination of drawing, and which they are writing about, state an opinion, supply reasons that support the opinion, use informative/expl anatory texts in which they combination of drawing, and glicating, and glicating about, state an opinion, supply reasons that state an opinion, supply reasons that support the topic or text topic or text they are writing about, state an opinion, supply reasons that support the topic or text they are writing about, state an opinion, supply reasons that support the opinion, and opinion, and opinion, and opinion, and opinion, and opinion, supply reasons that support the opinion, and opinion, and opinion, supply reasons that support the opinion, and opinion, an	relevant evidence; Provide a concluding statement or section that follows from and supports the argument presented;
opinion pieces; use a opinion, supply combination of drawing, opinion, and writing to compose informative/expl anatory texts; use a combination of drawing, and writing to compose informative/expl anatory texts; use a combination of drawing, and writing to compose informative/expl anatory texts; use a combination of drawing, and winch they combination of drawing, and glicating, and facts about the informative and definitions is state an opinion, supply reasons that support the topic or text they are writing about, state an opinion, supply reasons that support the topic or text they are writing about, state an opinion, and support the topic or text they are writing about, state an opinion, and support the support the opinion, and create an opinion, and create an opinion, and support the support the opinion, and create an opinion, and create an opinion, and support the informative/expl anatory texts to examine a topic and convey ideas, concepts, and convey ideas, concepts, and supports the argument presented; write informative/expl anatory texts to examine a topic anatory tex	evidence; Provide a concluding statement or section that follows from and supports the argument presented;
use a combination of drawing, opinion, and writing to compose informative/expl anatory texts; use a combination of drawing, dictating, and writing to compose informative/expl anatory texts; use a combination of drawing, dictating, and facts about the combination of drawing, and compose informative/expl anatory texts in dictating, and facts about the combination of drawing, and compose informative/expl anatory texts in dictating, and facts about the combination of drawing, and combination of drawing, and combination of drawing, and dictating, and combination of drawing, and combination of drawing, and dictating, and combination of drawing, and dictating and compose informative and convey information through the selection, organization, and opinion, supply reasons that support the opinion, and support the opinion, and opinion, and opinion, and opinion, and opinion, and opinion, and support the opinion, and opinion, a	Provide a concluding statement or section that follows from and supports the argument presented;
combination of drawing, opinion, and opinion, and dictating, and writing to compose informative/expl anatory texts; use a combination of drawing, dictating, and officiating, and officiating, and officiating, and opinion, and o	concluding statement or section that follows from and supports the argument presented;
drawing, dictating, and writing to compose informative/expl anatory texts; use a combination of drawing, dictating, and glictating, and dictating, and writing to sense of compose informative follows from and anatory texts in which they combination of drawing, dictating, and dictating about, state an opinion, and support the support th	statement or section that follows from and supports the argument presented;
dictating, and writing to compose informative/expl anatory texts; use a combination of drawing, supply some dictating, and compose writing to compose informative, and convey introduce a dictating, and convey informative/expl anatory texts to dictating, and convey informative, and convey ideas, concepts, and c	section that follows from and supports the argument presented;
writing to compose informative/expl anatory texts; use a combination of drawing, supply some dictating, and compose informative and compose informative and compose informative and compose informative and convey introduce a combination of dictating, and convey ideas, concepts, and convey ideas and supports the argument presented; purpose; purpose; purpose; purpose; purpose; purpose; purpose; provide a create an organizational structure that lists reasons; writer's purpose; purpose; purpose; purpose; purpose; purpose; purpose; create an organizational supports the and convey ideas, concepts, and convey ideas and supports the argument presented; write information clearly; Write narratives to develop real or imagined anatory texts to examine a topic examine a topic organization.	follows from and supports the argument presented;
compose informative/expl anatory texts; use a combination of drawing, supply some dictating, and compose informative/expl anatory texts and the informative/expl anatory texts in which they are informative/expl anatory texts in which they informative/expl anatory texts in which they are informative/expl anatory texts in which they introduce a topic, use facts about the informative/expl anatory texts in which they informative/expl anatory texts in through the selection, organization, and analysis of relevant information through the selection, organization, and analysis of relevant information through the selection, organization, and analysis of relevant information through the selection, organization, and analysis of relevant information through the selection, organization and information through the selection, organization anatory texts to the opinion presented;	supports the argument presented;
informative/expl anatory texts; use a combination of drawing, supply some dictating, and solution and to provide a combination of dictating, and solution informative/expl anatory texts in anatory texts in which they informative/expl anatory texts to examine a topic information clearly; Write narratives to develop real or information clearly; Write narratives to develop real or information clearly; Write narratives to develop real or information through the selection, organization, and analysis of relevant examine a topic	argument presented;
anatory texts; use a combination of drawing, supply some dictating, and content and definitions anatory texts in anatory texts in which they introduce a topic, and definitions and definitions and concluding statement or section related to the opinion presented; concluding statement or section related to the opinion presented; concluding statement or section related to the opinion presented; concluding statement or section related to the opinion presented; concluding statement or section related to the opinion presented; write narratives to develop real or imagined anatory texts to examine a topic examine a topic or relevant.	presented;
use a which they name a topic, supply some dictating, and which they combination of drawing, and which they name a topic, supply some facts about the which they introduce a topic, use facts and definitions which they introduce a topic, use facts and definitions which they introduce a topic informative/expl anatory texts to examine a topic informative/expl anatory texts to examine a topic informative	1
combination of drawing, supply some dictating, and some facts about the dictating and some dictating and some dictating and some facts about the some dictating and some definitions some dictating and some dictations are some dictations. The some dictation dictation dictation dictation dictation dictation dictation dictation dictation	Write
drawing, supply some dictating, and supply some facts about the supply some facts are supply some facts about the supply some facts are supply some facts about the supply some facts are supply some facts about the supply some facts are supply some fa	
dictating, and facts about the and definitions examine a topic presented; experiences or relevant examine a topic	informative/expl
Tolovana a specific and the second se	anatory texts,
Light to the term of the develop the develop	including career
	development
o i i i i i i i i i i i i i i i i i i i	documents
event or several sense of provide a information anatory texts to technique, develop real or and	(e.g., simple
loosely linked closure; Write concluding clearly; examine a topic descriptive imagined Information	business letters
events, tell narratives in statement or Introduce a and convey details, and experiences or through the	and job
about the which they section; Write topic and group ideas and clear event events using selection,	applications), to
	examine a topic
toormiquo, and analysis of	and convey
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	ideas, concepts,
accompare content, time	and information
	through the
	selection,
	organization,
The second contract of	and analysis of
Troduce died Cvents doing	relevant
and contours	content; Write
y y y y y y y y y y y y y y y y y y y	narratives to
appropriate to provide some feelings, use experiences or events using appropriate to the relevant	develop real or

task and sense of temporal words events using effective task, purpose, development. descriptive imagined to signal event effective technique, and audience: details, and purpose: closure: organization. experiences or order, and technique, descriptive develop and and style are well-structured events using respond to produce writing questions and in which the provide a sense descriptive details, and strenathen appropriate to event effective writing as suggestions development of closure; details, and clear event task, purpose, technique. sequences; from peers and and Produce clear clear event sequences: Use needed by and audience: Produce clear relevant add details to and coherent concrete words develop and and coherent descriptive organization are sequences; planning, strengthen appropriate to writing produce writing and phrases revising, editing, strengthen writing in which details, and writing; explore task and (including in which the and sensory rewriting, or writing as the well-structured a variety of purpose; focus multipledevelopment details to trying a new needed by development, event digital tools to approach; use organization, on a topic, paragraph texts) and planning, convey sequences; produce and respond to in which the technology, revising, editing, Produce clear organization are experiences and style are publish writing. questions and development appropriate to and events including the rewriting, or appropriate to and coherent including in suggestions and task and precisely: Internet, to trying a new task, purpose. writing in which collaboration from peers, and organization are purpose; Produce clear produce and approach; Use and audience: the with peers; add details to appropriate to develop and and coherent publish writing technology, develop and development, participate in strengthen task, purpose. strengthen writing as well as to including the strengthen organization, shared research writing as and audience: writing as (including interact and Internet, to writing as and style are and writing needed; use a focus on a topic needed by multiplecollaborate with produce and needed by appropriate to variety of digital and strengthen publish writing task, purpose, projects; recall planning, paragraph texts) others: planning, information from tools to produce writing as revising, and in which the demonstrate as well as to revising, editing, and audience: needed by sufficient experiences or and publish editing; use development interact and rewriting, or develop and gather writing. revising and technology to and command of collaborate with trying a new strenathen information from including in editing; use a produce and keyboarding others: approach, writing as organization are skills to type a provided focusing on how needed by collaboration variety of digital publish writing appropriate to demonstrate sources to with peers; tools to produce as well as to task, purpose, minimum of two sufficient well purpose planning, answer a Participate in and publish interact and and audience: pages in a command of and audience revising, editing, shared research develop and have been rewriting, or auestion: writing, collaborate with single sitting; keyboarding and writing including in others; Conduct strengthen Conduct short skills to type a addressed: Use trying a new writing as technology, projects; recall collaboration short research research minimum of approach, information from with peers; projects that needed by projects that three pages in a including the focusing on how experiences or Participate in build knowledge planning, use several single sitting; Internet, to well purpose gather shared research about a topic: revising, and sources to build Conduct short produce and and audience information from and writing Recall editing; knowledge research publish writing have been addressed: Use provided projects; Recall information from Conduct short through projects to and link to and information from sources to experiences or research investigation of answer a cite sources as technology. experiences or gather projects that different auestion. well as to including the answer a build knowledge gather information from drawing on interact and Internet, to question; aspects of a information from print and digital through topic: Recall several sources produce and collaborate with provided sources; take investigation of relevant and refocusing others, including publish writing different sources to brief notes on information from the inquiry when linking to and and present the

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

Produce complete sentences when appropriate to task and situation; other visual displays to recorning 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 appropriate to task and situation in order to provide requested detail or clarification appropriate to task and situation in order to provide requested detail or clarification appropriate to task and situation in order to grovide requested detail or clarification appropriate to task and situation in order to grovide requested detail or clarification appropriate to task and situation in order to grovide requested detail or clarification appropriate to task and situation in order to grovide requested detail or clarification appropriate to task and situation in order to grovide requested detail or clarification appropriate to task and situation in order to grovide requested detail or clarification appropriate to task and situation in order to grovide requested detail or clarification appropriate to task and situation in order to provide requested detail or clarification appropriate to task and situation in order to provide requested detail or clarification appropriate to task and situation in order to provide requested detail or clarification appropriate to task and situation in order to provide requested detail or clarification appropriate to task and situation in order to provide requested detail or clarification appropriate to task and situation in order to provide requested detail or clarification appropriate to task and situation in order to provide requested detail or clarification appropriate to task and situation in order to provide requested detail or clarification appropriate to task and situation in order to provide requested detail or clarification appropriate to task and situation in order to provide requested detail or clarificat	support, provide	events with	understanding	or recount an	experience in	logical fallacies;	ideas logically	sufficiency of	Present claims
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