

**English Language Arts – Prekindergarten – Grade 5  
Vertical Alignment Matrix (2013-2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 1: Reading</b>	<b>Reading/Beginning Reading Skills/Print Awareness</b> Students understand how English is written and printed. Students are expected to:						
	<b>III.A.3.</b> Child asks to be read to or asks the meaning of written text.	<b>ELA.K.1A</b> Recognize that spoken words can be represented by print for communication.	<b>ELA.1.1A</b> Recognize that spoken words are represented in written English by specific sequences of letters.				
	<b>III.C.1.</b> Child names at least 20 upper and at least 20 lower case letters.	<b>ELA.K.1B</b> Identify all upper- and lower-case letters.	<b>ELA.1.1.B</b> Identify all upper- and lower-case letters.				
		<b>ELA.K.1C</b> Demonstrate the one-to-one correspondence between a spoken word and a printed word in text.					
		<b>ELA.K.1D</b> Recognize the difference between a letter and a printed word.					
			<b>ELA.1.1C</b> Sequence the letters of the alphabet.				
		<b>ELA.K.1E</b> Recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping).	<b>ELA.1.1D</b> Recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation).	<b>ELA.2.1A</b> Distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).			



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Strand 1: Reading	<b>III.A.2.</b> Child uses books and other written materials to engage in pre- reading behaviors.	<b>ELA.K.1F</b> Hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right.	<b>ELA.1.1E</b> Read texts by moving from top to bottom of the page and tracking words from left to right with return sweep.					
		<b>ELA.K.1G</b> Identify different parts of a book (e.g., front and back covers, title page).	<b>ELA.1.1F</b> Identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).					
	<b>Reading/Beginning Reading Skills/Phonological Awareness</b> Students display phonological awareness. (Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students continue to apply earlier standards with greater depth in increasingly more complex texts.) Students are expected to:							
	<b>III.B.1.</b> Child separates a normally spoken four word sentence into individual words.	<b>ELA.K.2A</b> Identify a sentence is made up of a group of words.						
		<b>ELA.K.2B</b> Identify syllables in spoken words.						
	<b>III.B.4.</b> Child combines syllables into words							
	<b>III.B.5.</b> Child can delete a syllable from a word.							
	<b>III.B.6.</b> Child can produce a word that rhymes with a given word.	<b>ELA.K.2C</b> Orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?").	<b>ELA.1.2A</b> Orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr).					



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Strand 1: Reading	<b>II.C.2.</b> Child perceives differences between similar sounding words.	<b>ELA.K.2D</b> Distinguish orally presented rhyming pairs of words from non-rhyming pairs.					
	<b>III.B.7.</b> Child can produce a word that begins with the same sound as a given pair of words.	<b>ELA.K.2E</b> Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball").					
	<b>III.B.8.</b> Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support.	<b>ELA.K.2F</b> Blend spoken onsets and rimes to form simple words (e.g., onset /c/ and rime /at/ make cat).					
	<b>III.B.9.</b> Child combines onset and rime to form familiar one-syllable words without pictorial support.		<b>ELA.1.2B</b> Distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite).				
			<b>ELA.1.2C</b> Recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b/l/o/w/ to /g/l/o/w/).				
	<b>III.B.10.</b> Child recognizes and blends two phonemes into real words with pictorial support.	<b>ELA.K.2G</b> Blend spoken phonemes to form one-syllable words (e.g., /m/ ... /a/ ... /n/ says man).	<b>ELA.1.2D</b> Blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr).				



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Strand 1: Reading		<b>ELA.K.2H</b> Isolate the initial sound in one-syllable spoken words.	<b>ELA.1.2E</b> Isolate initial, medial, and final sounds in one-syllable spoken words.					
		<b>ELA.K.2I</b> Segment spoken one-syllable words into two to three phonemes (e.g., dog: /d/ ... /o/ ... /g/).	<b>ELA.1.2F</b> Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat = /s/p/l/a/t/).					
	<b>Reading/Beginning Reading Skills/Phonics</b> Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:							
	<b>III.C.2.</b> Child recognizes at least 20 letter sounds.	<b>ELA.K.3A</b> Identify the common sounds that letters represent.						
	<b>III.C.3.</b> Child produces the correct sounds for at least 10 letters.	<b>ELA.K.3B</b> Use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words).	<b>AR ELA.1.3A.i</b> Decode words in context and in isolation by applying common letter-sound correspondences, including: single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z.					
		<b>AR ELA.1.3A.ii</b> Decode words in context and in isolation by applying common letter-sound correspondences, including single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i.	<b>ELA.2.2A.i</b> Decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including single letters (consonants and vowels).					



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Strand 1: Reading			<b>AR ELA.1.3A.iii</b> Decode words in context and in isolation by applying common letter-sound correspondences, including consonant blends (e.g., bl, st).	<b>ELA.2.2A.ii</b> Decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including consonant blends (e.g., thr, spl).			
			<b>AR ELA.1.3A.iv</b> Decode words in context and in isolation by applying common letter-sound correspondences, including consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph.	<b>ELA.2.2A.iii</b> Decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including consonant digraphs (e.g., ng, ck, ph).			
			<b>AR ELA.1.3A.v</b> Decode words in context and in isolation by applying common letter-sound correspondences, including vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh.	<b>ELA.2.2A.iv</b> Decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou).			
			<b>AR ELA.1.3A.vi</b> Decode words in context and in isolation by applying common letter-sound correspondences, including vowel diphthongs including oy, oi, ou, and ow.				



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Strand 1: Reading		<b>ELA.K.3C</b> Recognize that new words are created when letters are changed, added, or deleted.	<b>ELA.1.3B</b> Combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words.				
					<b>ELA.3.1A.i</b> Decode multisyllabic words in context and independent of context by applying common spelling patterns including dropping the final "e" and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable).		
			<b>ELA.1.3C.i</b> Use common syllabication patterns to decode words, including closed syllable (CVC) (e.g., mat, rab-bit).	<b>ELA.2.2B.i</b> Use common syllabication patterns to decode words including closed syllable (CVC) (e.g., pic-nic, mon-ster).	<b>ELA.3.1B.i</b> Use common syllabication patterns to decode words including closed syllable (CVC) (e.g., mag-net, splen-did).		
			<b>ELA.1.3C.ii</b> Use common syllabication patterns to decode words, including open syllable (CV) (e.g., he, ba-by).	<b>ELA.2.2B.ii</b> Use common syllabication patterns to decode words including open syllable (CV) (e.g., ti-ger).	<b>ELA.3.1B.ii</b> Use common syllabication patterns to decode words including open syllable (CV) (e.g., ve-to).		
			<b>ELA.1.3C.iii</b> Use common syllabication patterns to decode words, including final stable syllable (e.g., ap-ple, a-ble).	<b>ELA.2.2B.iii</b> Use common syllabication patterns to decode words including final stable syllable (e.g., sta-tion, tum-ble).	<b>ELA.3.1B.iii</b> Use common syllabication patterns to decode words including final stable syllable (e.g., puz-zle, con-trac-tion).		
			<b>ELA.1.3C.iv</b> Use common syllabication patterns to decode words, including vowel-consonant-silent "e" words (VCe) (e.g., kite, hide).	<b>ELA.2.2B.iv</b> Use common syllabication patterns to decode words including vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape).			



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Strand 1: Reading			<b>ELA.1.3C.v</b> Use common syllabication patterns to decode words, including vowel digraphs and diphthongs (e.g., boy-hood, oat-meal).	<b>ELA.2.2B.vi</b> Use common syllabication patterns to decode words including vowel digraphs and diphthongs (e.g., boy-hood, oat-meal).	<b>ELA.3.1B.v</b> Use common syllabication patterns to decode words including vowel digraphs and diphthongs (e.g., ei-ther).		
			<b>ELA.1.3C.vi</b> Use common syllabication patterns to decode words, including r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or).	<b>ELA.2.2B.v</b> Use common syllabication patterns to decode words including r-controlled vowels (e.g., per-fect, cor-ner).	<b>ELA.3.1B.iv</b> Use common syllabication patterns to decode words including r-controlled vowels (e.g., fer-ment, car-pool).		
			<b>ELA.1.3D</b> Decode words with common spelling patterns (e.g., -ink, -onk, -ick).	<b>ELA.2.2C</b> Decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant).	<b>ELA.3.1C</b> Decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought).		
			<b>ELA.1.3E</b> Read base words with inflectional endings (e.g., plurals, past tenses).				
			<b>ELA.1.3F</b> Use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream).				
						<b>ELA.3.1A.ii</b> Decode multisyllabic words in context and independent of context by applying common spelling patterns including doubling final consonants when adding an ending (e.g., hop to hopping).	



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Strand 1: Reading					<b>ELA.3.1A.iii</b> Decode multisyllabic words in context and independent of context by applying common spelling patterns including changing the final "y" to "i" (e.g., baby to babies).		
				<b>ELA.2.2D</b> Read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful).	<b>ELA.3.1A.iv</b> Decode multisyllabic words in context and independent of context by applying common spelling patterns including using knowledge of common prefixes and suffixes (e.g., dis-, -ly).		
					<b>ELA.3.1A.v</b> Decode multisyllabic words in context and independent of context by applying common spelling patterns including using knowledge of derivational affixes (e.g., -de, -ful, -able).		
				<b>ELA.2.2E</b> Identify and read abbreviations (e.g., Mr., Ave.).			
			<b>ELA.1.3G</b> Identify and read contractions (e.g., isn't, can't).	<b>ELA.2.2F</b> Identify and read contractions (e.g., haven't, it's).	<b>ELA.3.1D</b> Identify and read contractions (e.g., I'd, won't).		
		<b>ELA.K.3D</b> Identify and read at least 25 high-frequency words from a commonly used list.	<b>ELA.1.3H</b> Identify and read at least 100 high-frequency words from a commonly used list.	<b>ELA.2.2G</b> Identify and read at least 300 high-frequency words from a commonly used list.			





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<b>Strand 1: Reading</b>			<b>ELA.1.3I</b> Monitor accuracy of decoding.	<b>ELA.2.2H</b> Monitor accuracy of decoding.	<b>ELA.3.1E</b> Monitor accuracy in decoding.		
	<b>Reading/Beginning Reading/Strategies</b> Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:						
	<b>III.D.3.</b> Child asks and answers appropriate questions about the book.	<b>ELA.K.4A</b> Predict what might happen next in text based on the cover, title, and illustrations.	<b>ELA.1.4A</b> Confirm predictions about what will happen next in text by "reading the part that tells".	<b>ELA.2.3A</b> Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions.	<b>ELA.3.2A</b> Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions.		
	<b>III.D.3.</b> Child asks and answers appropriate questions about the book.	<b>AR ELA.K.4B</b> Ask and respond to questions about texts read aloud.	<b>AR ELA.1.4B</b> Ask relevant questions, seek clarification, and locate facts and details about stories and other texts.	<b>ELA.2.3B</b> Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	<b>SA ELA.3.2B</b> Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.		
		<b>ELA.1.4C</b> Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, rereading a portion aloud).	<b>ELA.2.3C</b> Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, rereading a portion aloud).	<b>ELA.3.2C</b> Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, rereading a portion aloud).			



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<b>Strand 1: Reading</b>	<b>Reading/Fluency</b> Students read grade-level text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension. Students are expected to:							
	<b>III.A.1.</b> Child engages in pre- reading and reading-related activities.		<b>ELA.1.5A</b> Read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	<b>ELA.2.4A</b> Read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	<b>ELA.3.3A</b> Read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	<b>ELA.4.1A</b> Read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	<b>ELA.5.1A</b> Read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	
	<b>Reading/Vocabulary Development</b> Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:							
	<b>II.D.1.</b> Child uses a wide variety of words to label and describe people, places, things, and actions.	<b>ELA.K.5A</b> Identify and use words that name actions, directions, positions, sequences, and locations.	<b>ELA.1.6A</b> Identify words that name actions (verbs) and words that name persons, places, or things (nouns).					
	<b>III.B.2.</b> Child combines words to make a compound word. <b>III. B.3.</b> Child deletes a word from a compound word.	<b>ELA.K.5B</b> Recognize that compound words are made up of shorter words.	<b>ELA.1.6B</b> Determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime).					
				<b>AR ELA.2.5A</b> Use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow).	<b>R ELA.3.4A</b> Identify the meaning of common prefixes (e.g., -in, dis-) and suffixes (e.g., -ful, -less), and know how they change the meaning of roots.	<b>R ELA.4.2A</b> Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.	<b>R ELA.5.2A</b> Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.	
	<b>II.D.2.</b> Child demonstrates understanding of terms used in the instructional language of the classroom.		<b>ELA.1.6C</b> Determine what words mean from how they are used in a sentence, either heard or read.	<b>AR ELA.2.5B</b> Use context to determine the relevant meaning of unfamiliar words or multiple-meaning words.	<b>R ELA.3.4B</b> Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	<b>R ELA.4.2B</b> Use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	<b>R ELA.5.2B</b> Use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.	



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Strand 1: Reading	<b>II.D.5.</b> Child uses category labels to understand how the words/objects relate to each other.	<b>ELA.K.5C</b> Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, sizes, textures).	<b>ELA.1.6D</b> Identify and sort words into conceptual categories (e.g., opposites, living things).	<b>ELA.2.5C</b> Identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning.	<b>Ⓢ ELA.3.4C</b> Identify and use antonyms, synonyms, homographs, and homophones.	<b>ELA.4.2C</b> Complete analogies using knowledge of antonyms and synonyms (e.g., boy: girl as male:____ or girl: woman as boy:____) .	<b>ELA.5.2C</b> Produce analogies with known antonyms and synonyms.	
	<b>II.D.1.</b> Child uses a wide variety of words to label and describe people, places, things, and actions. <b>II.D.4.</b> Child uses a large speaking vocabulary, adding several new words daily.				<b>ELA.3.4D</b> Identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles).	<b>ELA.4.2D</b> Identify the meaning of common idioms.	<b>ELA.5.2D</b> Identify and explain the meaning of common idioms, adages, and other sayings.	
		<b>ELA.K.5D</b> Use a picture dictionary to find words.	<b>ELA.1.6E</b> Alphabetize a series of words to the first or second letter and use a dictionary to find words.	<b>ELA.2.5D</b> Alphabetize a series of words and use a dictionary or a glossary to find words.	<b>ELA.3.4E</b> Alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.	<b>Ⓡ ELA.4.2E</b> Use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	<b>Ⓡ ELA.5.2E</b> Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	
	<b>Reading/Reading Comprehension Skills (Figure 19)</b> <b>Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. Students are expected to:</b>							
	<b>II.A.1.</b> Child shows understanding by responding appropriately.	<b>ELA.K.Fig19A</b> Discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language).	<b>ELA.1.Fig19A</b> Establish purposes for reading selected texts based upon desired outcome to enhance comprehension.	<b>ELA.2.Fig19A</b> Establish purposes for reading selected texts based upon content to enhance comprehension.	<b>ELA.3.Fig19A</b> Establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension.	<b>ELA.4.Fig19A</b> Establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension.	<b>ELA.5.Fig19A</b> Establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension.	
	<b>III.D.3.</b> Child asks and answers appropriate questions about the book.	<b>ELA.K.Fig19B</b> Ask and respond to questions about text.	<b>ELA.1.Fig19B</b> Ask literal questions of text.	<b>ELA.2.Fig19B</b> Ask literal questions of text.	<b>ELA.3.Fig19B</b> Ask literal, interpretive, and evaluative questions of text.	<b>ELA.4.Fig19B</b> Ask literal, interpretive, and evaluative questions of text	<b>ELA.5.Fig19B</b> Ask literal, interpretive, and evaluative questions of text	



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Strand 1: Reading		<b>ELA.K.Fig19C</b> Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud).	<b>ELA.1.Fig19C</b> Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud).	<b>ELA.2.Fig19C</b> Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions).	<b>ELA.3.Fig19C</b> Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions).	<b>ELA.4.Fig19C</b> Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions).	<b>ELA.5.Fig19C</b> Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions).
	<b>III.D.2.</b> Child uses information learned from books by describing, relating, categorizing or comparing and contrasting.	<b>AR ELA.K.Fig19D</b> Make inferences based on the cover, title, illustrations, and plot.	<b>AR ELA.1.Fig19D</b> Make inferences about text and use textual evidence to support understanding;	<b>AR ELA.2.Fig19D</b> Make inferences about text using textual evidence to support understanding.	<b>R S ELA.3.Fig19D</b> Make inferences about text and use textual evidence to support understanding.	<b>R S ELA.4.Fig19D</b> Make inferences about text and use textual evidence to support understanding.	<b>R S ELA.5.Fig19.D</b> Make inferences about text and use textual evidence to support understanding.
	<b>III.D.1.</b> Child retells or reenacts a story after it is read aloud.	<b>AR ELA.K.Fig19E</b> Retell or act out important events in stories.	<b>AR ELA.1.Fig19E</b> Retell or act out important events in stories in logical order.	<b>AR ELA.2.Fig19E</b> Retell important events in stories in logical order.	<b>R S ELA.3.Fig19E</b> Summarize information in text, maintaining meaning and logical order	<b>R S ELA.4.Fig19E</b> Summarize information in text maintaining meaning and logical order	<b>R S ELA.5.Fig19E</b> Summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts
	<b>III.D.2.</b> Child uses information learned from books by describing, relating, categorizing or comparing and contrasting.	<b>ELA.K.Fig19F</b> Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	<b>ELA.1.Fig19F</b> Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	<b>ELA.2.Fig19F</b> Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	<b>ELA.3.Fig19F</b> Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	<b>R ELA.4.Fig19F</b> Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	<b>R ELA.5.Fig19F</b> Make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.
	<b>Reading Comprehension of Literary Text/Theme and Genre</b> Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:						
<b>III.D.3.</b> Child asks and answers appropriate questions about the book.	<b>AR ELA.K.6A</b> Identify elements of a story including setting, character, and key events.		<b>ELA.2.6B</b> Compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.	<b>ELA.3.5B</b> Compare and contrast the settings in myths and traditional folktales.			



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Strand 1: Reading						<b>Ⓢ ELA.4.3B</b> Compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.	
							<b>Ⓢ ELA.5.3B</b> Describe the phenomena explained in origin myths from various cultures.
		<b>ELA.K.6B</b> Discuss the big idea (theme) of a well-known folk tale or fable and connect it to personal experience.	<b>Ⓜ ELA.1.7A</b> Connect the meaning of a well-known story or fable to personal experiences.	<b>ELA.2.6A</b> Identify moral lessons as themes in well-known fables, legends, myths, or stories.	<b>Ⓢ ELA.3.5A</b> Paraphrase the themes and supporting details of fables, legends, myths, or stories.	<b>Ⓢ ELA.4.3A</b> Summarize and explain the lesson or message of a work of fiction as its theme.	<b>Ⓢ ELA.5.3A</b> Compare and contrast the themes or moral lessons of several works of fiction from various cultures.
							<b>Ⓢ ELA.5.3C</b> Explain the effect of a historical event or movement on the theme of a work of literature.
		<b>ELA.K.6C</b> Recognize sensory details.					
		<b>ELA.K.6D</b> Recognize recurring phrases and characters in traditional fairy tales, lullabies, and folk tales from various cultures.	<b>ELA.1.7B</b> Explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales.				



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 1: Reading	<b>Reading/Comprehension of Literary Text/Poetry</b> Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:						
	<b>III.B.6</b> Child can produce a word that rhymes with a given word.	<b>ELA.K.7A</b> Respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.	<b>ELA.1.8A</b> Respond to and use rhythm, rhyme, and alliteration in poetry.	<b>ELA.2.7A</b> Describe how rhyme, rhythm, and repetition interact to create images in poetry.	<b>Ⓢ ELA.3.6A</b> Describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).	<b>Ⓢ ELA.4.4A</b> Explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).	<b>Ⓢ ELA.5.4A</b> Analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.
	<b>Reading/Comprehension of Literary Text/Drama</b> Students understand, and make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to:						
				<b>ELA.2.8A</b> Identify the elements of dialogue and use them in informal plays.	<b>ELA.3.7A</b> Explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.	<b>Ⓢ ELA.4.5A</b> Describe the structural elements particular to dramatic literature.	<b>Ⓢ ELA.5.5A</b> Analyze the similarities and differences between an original text and its dramatic adaptation.
	<b>Reading/Comprehension of Literary Text/Fiction</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:						
	<b>III.D.1.</b> Child retells or reenacts a story after it is read aloud.	<b>Ⓐ ELA.K.8A</b> Retell a main event from a story read aloud.	<b>Ⓐ ELA.1.9A</b> Describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events.	<b>Ⓐ ELA.2.9A</b> Describe similarities and differences in the plots and settings of several works by the same author.	<b>Ⓐ ELA.3.8A</b> Sequence and/or summarize the plot's main events and explain their influence on future events.	<b>Ⓐ ELA.4.6A</b> Sequence and summarize the plot's main events and explain their influence on future events.	<b>Ⓐ ELA.5.6A</b> Describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events.
	<b>III.D.3.</b> Child asks and answers appropriate questions about the book.	<b>Ⓐ ELA.K.8B</b> Describe characters in a story and the reasons for their actions.	<b>Ⓐ ELA.1.9B</b> Describe characters in a story and the reasons for their actions and feelings.	<b>Ⓐ ELA.2.9B</b> Describe main characters in works of fiction, including their traits, motivations, and feelings.	<b>Ⓐ ELA.3.8B</b> Describe the interaction of characters including their relationships and the changes they undergo.	<b>Ⓐ ELA.4.6B</b> Describe the interaction of characters including their relationships and the changes they undergo.	<b>Ⓐ ELA.5.6B</b> Explain the roles and functions of characters in various plots, including their relationships and conflicts.
				<b>ELA.3.8C</b> Identify whether the narrator or speaker of a story is first or third person.	<b>Ⓢ ELA.4.6C</b> Identify whether the narrator or speaker of a story is first or third person.	<b>Ⓢ ELA.5.6C</b> Explain different forms of third-person points of view in stories.	



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Strand 1: Reading	<b>Reading/Comprehension of Literary Text/Literary Nonfiction</b> Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to:						
			<b>ELA.1.10A</b> Determine whether a story is true or a fantasy (fiction or nonfiction, realistic or fantasy) and explain why.	<b>AR ELA.2.10A</b> Distinguish between fiction and nonfiction.			
					<b>ELA.3.9A</b> Explain the difference in point of view between a biography and autobiography.	<b>PS ELA.4.7A</b> Identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.	<b>PS ELA.5.7A</b> Identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.
	<b>Reading/Comprehension of Literary Text/Sensory Language</b> Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:						
			<b>ELA.1.11A</b> Recognize sensory details in literary text.	<b>ELA.2.11A</b> Recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).	<b>PS ELA.3.10A</b> Identify language that creates a graphic visual experience and appeals to the senses.	<b>PS ELA.4.8A</b> Identify the author's use of similes and metaphors to produce imagery.	<b>AR ELA.5.8A</b> Evaluate the impact of sensory details, imagery, and figurative language in literary text.
	<b>Reading/Comprehension of Text/Independent Reading</b> Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to:						
		<b>ELA.1.12A</b> Read independently for a sustained period of time.	<b>ELA.2.12A</b> Read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.	<b>ELA.3.11A</b> Read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	<b>ELA.4.9A</b> Read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	<b>ELA.5.9A</b> Read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	



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<b>Strand 1: Reading</b>	<b>Reading/Comprehension of Informational Text/Culture and History</b> Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:						
		<b>ELA.K.9A</b> Identify the topic of an informational text heard.	<b>ELA.1.13A</b> Identify the topic and explain the author's purpose in writing about the text.	<b>ELA.2.13A</b> Identify the topic and explain the author's purpose in writing the text.	<b>® ELA.3.12A</b> Identify the topic and locate the author's stated purposes in writing the text.	<b>® ELA.4.10A</b> Explain the difference between a stated and an implied purpose for an expository text.	<b>Ⓢ ELA.5.10A</b> Draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.
	<b>Reading/Comprehension of Informational Text/Expository Text</b> Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:						
	<b>II.A.1.</b> Child shows understanding by responding appropriately.		<b>Ⓐ ELA.1.14A</b> Restate the main idea, heard or read.	<b>Ⓐ ELA.2.14A</b> Identify the main idea in a text and distinguish it from the topic.	<b>® ELA.3.13A</b> Identify the details or facts that support the main idea.	<b>® ELA.4.11A</b> Summarize the main idea and supporting details in text in ways that maintain meaning.	<b>® ELA.5.11A</b> Summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order.
	<b>III.D.2.</b> Child uses information learned from books by describing, relating, categorizing or comparing and contrasting.	<b>Ⓐ ELA.K.10A</b> Identify the topic and details in expository text heard or read, referring to the words and/or illustrations.	<b>Ⓐ ELA.1.14B</b> Identify important facts or details in text, heard or read.	<b>Ⓐ ELA.2.14B</b> Locate the facts that are clearly stated in a text.		<b>Ⓢ ELA.4.11B</b> Distinguish fact from opinion in a text and explain how to verify what is a fact.	<b>Ⓢ ELA.5.11B</b> Determine the facts in text and verify them through established methods.
		<b>ELA.K.10C</b> Discuss the ways authors group information in text (description, cause and effect, how to).				<b>® ELA.3.13C</b> Identify explicit cause and effect relationships among ideas in texts.	<b>® ELA.4.11C</b> Describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison.
<b>III.A.1</b> Child engages in pre-reading and reading-related activities.	<b>Ⓐ ELA.K.10B</b> Retell important facts in a text, heard or read.	<b>Ⓐ ELA.1.14C</b> Retell the order of events in a text by referring to the words and/or illustrations.	<b>Ⓐ ELA.2.14C</b> Describe the order of events or ideas in a text.				





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Strand 1: Reading			<b>AR ELA.1.14D</b> Use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.	<b>AR ELA.2.14D</b> Use text features (e.g., table of contents, index, headings) to locate specific information in text.	<b>R ELA.3.13D</b> Use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	<b>R ELA.4.11D</b> Use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.	<b>R ELA.5.11D</b> Use multiple text features and graphics to gain an overview of the contents of text and to locate information.	
		<b>AR ELA.K.10D</b> Use titles and illustrations to make predictions about text.			<b>R ELA.3.13B</b> Draw conclusions from the facts presented in text and support those assertions with textual evidence.			
							<b>R ELA.5.11E</b> Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	
	<b>Reading/Comprehension of Information Text/Persuasive Text</b> Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support analysis. Students are expected to:							
								<b>S ELA.5.12A</b> Identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument.
						<b>ELA.3.14A</b> Identify what the author is trying to persuade the reader to think or do.	<b>ELA.4.12A</b> Explain how an author uses language to present information to influence what the reader thinks or does.	<b>S ELA.5.12B</b> Recognize exaggerated, contradictory, or misleading statements in text.



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 1: Reading	<b>Reading/Comprehension of Informational Text/Procedural Texts</b> Students understand how to glean and use information in procedural texts and documents. Students are expected to:						
	<b>II.A.2</b> Child shows understanding by following two-step oral directions and usually follows three-step directions.	<b>ELA.K.11A</b> Follow pictorial directions (e.g., recipes, science experiments).	<b>ELA.1.15A</b> Follow written multi-step directions with picture cues to assist with understanding.	<b>ELA.2.15A</b> Follow written multi-step directions.	<b>ELA.3.15A</b> Follow and explain a set of written multi-step directions.	Ⓢ <b>ELA.4.13A</b> Determine the sequence of activities needed to carry out a procedure (e.g., following a recipe).	Ⓢ <b>ELA.5.13A</b> Interpret details from procedural text to complete a task, solve a problem, or perform procedures.
	<b>III.A.3.</b> Child asks to be read to or asks the meaning of written text.	<b>ELA.K.11B</b> Identify the meaning of specific signs (e.g., traffic signs, warning signs).	<b>ELA.1.15B</b> Explain the meaning of specific signs and symbols (e.g., map features).	<b>ELA.2.15B</b> Use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).	Ⓢ <b>ELA.3.15B</b> Locate and use specific information in graphic features of text.	Ⓢ <b>ELA.4.13B</b> Explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	Ⓢ <b>ELA.5.13B</b> Interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
	<b>Reading/Media Literacy</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:						
		<b>ELA.K.12A</b> Identify different forms of media (e.g., advertisements, newspapers, radio programs).	<b>ELA.1.16A</b> Recognize different purposes of media (e.g., informational, entertainment) (with adult assistance).	<b>ELA.2.16A</b> Recognize different purposes of media (e.g., informational, entertainment).	Ⓢ <b>ELA.3.16A</b> Understand how communication changes when moving from one genre of media to another.	Ⓢ <b>ELA.4.14A</b> Explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.	<b>ELA.5.14A</b> Explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news).
		<b>ELA.K.12B</b> Identify techniques used in media (e.g., sound, movement).	<b>ELA.1.16B</b> Identify techniques used in media (e.g., sound, movement).	<b>ELA.2.16B</b> Describe techniques used to create media messages (e.g., sound, graphics).	<b>ELA.3.16B</b> Explain how various design techniques used in media influence the message (e.g., shape, color, sound).	Ⓢ <b>ELA.4.14B</b> Explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects).	<b>ELA.5.14B</b> Consider the difference in techniques used in media (e.g., commercials, documentaries, news).
							Ⓢ <b>ELA.5.14C</b> Identify the point-of-view of media presentations.
				<b>ELA.2.16C</b> Identify various written conventions for using digital media (e.g., e-mail, website, video game).	<b>ELA.3.16C</b> Compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).	<b>ELA.4.14C</b> Compare various written conventions used for digital media (e.g. language in an informal e-mail vs. language in a web-based news article).	<b>ELA.5.14D</b> Analyze various digital media venues for levels of formality and informality.



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 2: Writing</b>	<b>Writing/Writing Process</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:						
	<b>IV.D.1.</b> Child uses some appropriate writing conventions when writing or giving dictation.	<b>ELA.K.13A</b> Plan a first draft by generating ideas for writing through class discussion (with adult assistance).	<b>ELA.1.17A</b> Plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas).	<b>ELA.2.17A</b> Plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas).	<b>ELA.3.17A</b> Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals).	<b>ELA.4.15A</b> Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals).	<b>ELA.5.15A</b> Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.
		<b>AR ELA.K.13B</b> Develop drafts by sequencing the action or details in the story (with adult assistance).	<b>AR ELA.1.17B</b> Develop drafts by sequencing ideas through writing sentences.	<b>AR ELA.2.17B</b> Develop drafts by sequencing ideas through writing sentences.	<b>AR ELA.3.17B</b> Develop drafts by categorizing ideas and organizing them into paragraphs.	<b>R ELA.4.15B</b> Develop drafts by categorizing ideas and organizing them into paragraphs.	<b>AR ELA.5.15B</b> Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.
		<b>AR ELA.K.13C</b> Revise drafts by adding details or sentences (with adult assistance).	<b>AR ELA.1.17C</b> Revise drafts by adding or deleting a word, phrase, or sentence.	<b>AR ELA.2.17C</b> Revise drafts by adding or deleting words, phrases, or sentences.	<b>AR ELA.3.17C</b> Revise drafts for coherence, organization, use of simple and compound sentences, and audience.	<b>R ELA.4.15C</b> Revise drafts for coherence, organization, use of simple and compound sentences, and audience.	<b>AR ELA.5.15C</b> Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.
		<b>AR ELA.K.13D</b> Edit drafts by leaving spaces between letters and words (with adult assistance).	<b>AR ELA.1.17D</b> Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric.	<b>AR ELA.2.17D</b> Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric.	<b>AR ELA.3.17D</b> Edit drafts for grammar, mechanics, and spelling using a teacher developed rubric.	<b>R ELA.4.15D</b> Edit drafts for grammar, mechanics, and spelling using a teacher or student-developed rubric.	<b>AR ELA.5.15D</b> Edit drafts for grammar, mechanics, and spelling.



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		<b>ELA.K.13E</b> Share writing with others (with adult assistance).	<b>ELA.1.17E</b> Publish and share writing with others.	<b>ELA.2.17E</b> Publish and share writing with others.	<b>ELA.3.17E</b> Publish written work for a specific audience.	<b>ELA.4.15E</b> Revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.	<b>ELA.5.15E</b> Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
<b>Writing/Literary Texts</b> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:							
<b>Strand 2: Writing</b>	<b>IV.D.1.</b> Child uses some appropriate writing conventions when writing or giving dictation.	<b>AR ELA.K.14A</b> Dictate or write sentences to tell a story and put the sentences in chronological sequence.	<b>AR ELA.1.18A</b> Write brief stories that include a beginning, middle, and end.	<b>AR ELA.2.18A</b> Write brief stories that include a beginning, middle, and end.			
					<b>ELA.3.18A</b> Write imaginative stories that build the plot to a climax and contain details about the characters and setting.	<b>ELA.4.16A</b> Write imaginative stories that build the plot to a climax and contain details about the characters and setting.	<b>ELA.5.16A.i</b> Write imaginative stories that include a clearly defined focus, plot, and point of view.
							<b>ELA.5.16A.ii</b> Write imaginative stories that include a specific, believable setting created through the use of sensory details.
							<b>ELA.5.16A.iii</b> Write imaginative stories that include dialogue that develops the story.
		<b>ELA.K.14B</b> Write short poems.	<b>ELA.1.18B</b> Write short poems that convey sensory details.	<b>ELA.2.18B</b> Write short poems that convey sensory details.	<b>ELA.3.18B</b> Write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).	<b>ELA.4.16B</b> Write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).	<b>ELA.5.16B.i</b> Write poems using poetic techniques (e.g., alliteration, onomatopoeia).



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Vertical Alignment Matrix (2013-2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
<b>Strand 2: Writing</b>							<b>ELA.5.16B.ii</b> Write poems using figurative language (e.g., similes, metaphors).	
							<b>ELA.5.16B.iii</b> Write poems using graphic elements (e.g., capital letters, line length).	
	<b>Writing/Writing</b> Students write about their personal experiences. Students are expected to:							
	<b>IV.C.1.</b> Child independently writes some letters on request (not necessarily well-formed).					<b>AR ELA.3.19A</b> Write about important personal experiences.	<b>R ELA.4.17A</b> Write about important personal experiences.	<b>AR ELA.5.17A</b> Write a personal narrative that conveys thoughts and feelings about an experience.
	<b>Writing/Expository and Procedural Texts</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:							
	<b>IV.B.1.</b> Child independently uses letters or symbols to make words or parts of words.	<b>AR ELA.K.15A</b> Dictate or write information for lists, captions, or invitations.						
			<b>AR ELA.1.19A</b> Write brief compositions about topics of interest to the student.	<b>AR ELA.2.19A</b> Write brief compositions about topics of interest to the student.	<b>AR ELA.3.20A.i</b> Create brief compositions that establish a central idea in a topic sentence.	<b>R © ELA.4.18A.i</b> Create brief compositions that establish a central idea in a topic sentence.		
							<b>AR ELA.5.18A.i</b> Create multi-paragraph essays to convey information about the topic that present effective introductions and concluding paragraphs.	



**English Language Arts – Prekindergarten – Grade 5  
Vertical Alignment Matrix (2013-2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Strand 2: Writing					<b>AR ELA.3.20A.ii</b> Create brief compositions that include supporting sentences with simple facts, details, and explanations.	<b>R S ELA.4.18A.ii</b> Create brief compositions that include supporting sentences with simple facts, details, and explanations.	<b>AR ELA.5.18A.ii</b> Create multi-paragraph essays to convey information about the topic that guide and inform the reader's understanding of key ideas and evidence.	
							<b>AR ELA.5.18A.iii</b> Create multi-paragraph essays to convey information about the topic that include specific facts, details, and examples in an appropriately organized structure.	
							<b>AR ELA.5.18A.iv</b> Create multi-paragraph essays to convey information about the topic that use a variety of sentence structures and transitions to link paragraphs.	
						<b>AR ELA.3.20A.iii</b> Create brief compositions that contain a concluding statement.	<b>R S ELA.4.18A.iii</b> Create brief compositions that contain a concluding statement.	
	<b>IV.A.1.</b> Child intentionally uses scribbles/writing to convey meaning.		<b>ELA.1.19B</b> Write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing).	<b>ELA.2.19B</b> Write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing).	<b>ELA.3.20B</b> Write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing).	<b>ELA.4.18B</b> Write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing).	<b>ELA.5.18B</b> Write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing).	
			<b>ELA.1.19C</b> Write brief comments on literary or informational texts.	<b>ELA.2.19C</b> Write brief comments on literary or informational texts.	<b>ELA.3.20C</b> Write responses to literary or expository texts that demonstrate an understanding of the text.	<b>ELA.4.18C</b> Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.	<b>ELA.5.18C</b> Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.	



## English Language Arts – Prekindergarten – Grade 5 Vertical Alignment Matrix (2013-2014)

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 2: Writing	<b>Writing/Persuasive Texts</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to:						
				<b>ELA.2.20A</b> Write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.	<b>ELA.3.21A</b> Write persuasive essays for appropriate audiences that establish a position and use supporting details.	<b>ELA.4.19A</b> Write persuasive essays for appropriate audiences that establish a position and use supporting details.	<b>ELA.5.19A</b> Write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.
	<b>Oral and Written Conventions/Conventions</b> Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:						
	<b>II.E.2.</b> Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	<b>ELA.K.16A.i</b> Understand and use past and future tenses in the context of reading, writing, and speaking (with adult assistance).	<b>ELA.1.20A.i</b> Understand and use verbs (past, present, and future) in the context of reading, writing, and speaking.	<b>ELA.2.21A.i</b> Understand and use verbs (past, present, and future) in the context of reading, writing, and speaking.	<b>ELA.3.22A.i</b> Use and understand verbs (past, present, and future) in the context of reading, writing, and speaking.	<b>® © ELA.4.20A.i</b> Use and understand the function of verbs (irregular verbs) in the context of reading, writing, and speaking.	<b>ELA.5.20A.i</b> Use and understand the function of verbs (irregular verbs and active voice) in the context of reading, writing, and speaking.
	<b>II.E.2.</b> Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	<b>ELA.K.16A.ii</b> Understand and use nouns (singular/plural) in the context of reading, writing, and speaking (with adult assistance).	<b>ELA.1.20A.ii</b> Understand and use nouns (singular/plural, common/proper) in the context of reading, writing, and speaking.	<b>ELA.2.21A.ii</b> Understand and use nouns (singular/plural, common/proper) in the context of reading, writing, and speaking.	<b>ELA.3.22A.ii</b> Use and understand the function of nouns (singular/plural, common/proper) in the context of reading, writing, and speaking.	<b>® © ELA.4.20A.ii</b> Use and understand the function of nouns (singular/plural, common/proper) in the context of reading, writing, and speaking.	<b>ELA.5.20A.ii</b> Use and understand the function of collective nouns (e.g., class, public) in the context of reading, writing, and speaking.
<b>II.E.5.</b> Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.	<b>ELA.K.16A.iii</b> Understand and use descriptive words in the context of reading, writing, and speaking (with adult assistance).	<b>ELA.1.20A.iii</b> Understand and use adjectives (e.g., descriptive: green, tall) in the context of reading, writing, and speaking.	<b>ELA.2.21A.iii</b> Understand and use adjectives (e.g., descriptive: old, wonderful; articles: a, an, the) in the context of reading, writing, and speaking.	<b>ELA.3.22A.iii</b> Use and understand the function of adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the) in the context of reading, writing, and speaking.	<b>® © ELA.4.20A.iii</b> Use and understand the function of adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest) in the context of reading, writing, and speaking.	<b>ELA.5.20A.iii</b> Use and understand the function of adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best) in the context of reading, writing, and speaking.	



**English Language Arts – Prekindergarten – Grade 5  
Vertical Alignment Matrix (2013-2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 2: Writing			<b>ELA.1.20A.iv</b> Understand and use adverbs (e.g., time: before, next) in the context of reading, writing, and speaking.	<b>ELA.2.21A.iv</b> Understand and use adverbs (e.g., time: before, next; manner: carefully, beautifully) in the context of reading, writing, and speaking.	<b>ELA.3.22A.iv</b> Use and understand the function of adverbs (e.g., time: before, next; manner: carefully, beautifully) in the context of reading, writing, and speaking.	<b>® © ELA.4.20A.iv</b> Use and understand the function of adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot) in the context of reading, writing, and speaking.	<b>ELA.5.20A.iv</b> Use and understand the function of adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot) in the context of reading, writing, and speaking.
		<b>ELA.K.16A.iv</b> Understand and use prepositions and simple prepositional phrases (e.g., in, on, under, over) in the context of reading, writing, and speaking (with adult assistance).	<b>ELA.1.20A.v</b> Understand and use prepositions and prepositional phrases in the context of reading, writing, and speaking.	<b>ELA.2.21A.v</b> Understand and use prepositions and prepositional phrases in the context of reading, writing, and speaking.	<b>ELA.3.22A.v</b> Use and understand the function of prepositions and prepositional phrases in the context of reading, writing, and speaking.	<b>® © ELA.4.20A.v</b> Use and understand the function of prepositions and prepositional phrases to convey location, time, direction, or to provide details in the context of reading, writing, and speaking.	<b>ELA.5.20A.v</b> Use and understand the function of prepositions and prepositional phrases to convey location, time, direction, or to provide details in the context of reading, writing, and speaking.
		<b>ELA.K.16A.v</b> Understand and use pronouns (e.g., I, me) in the context of reading, writing, and speaking (with adult assistance).	<b>ELA.1.20A.vi</b> Understand and use pronouns (e.g., I, me) in the context of reading, writing, and speaking.	<b>ELA.2.21A.vi</b> Understand and use pronouns (e.g., he, him) in the context of reading, writing, and speaking.	<b>ELA.3.22A.vi</b> Use and understand possessive pronouns (e.g., his, hers, theirs) in the context of reading, writing, and speaking.	<b>® © ELA.4.20A.vi</b> Use and understand the function of reflexive pronouns (e.g., myself, ourselves) in the context of reading, writing, and speaking.	<b>ELA.5.20A.vi</b> Use and understand the function of indefinite pronouns (e.g., all, both, nothing, anything) in the context of reading, writing, and speaking.
					<b>ELA.3.22A.vii</b> Use and understand coordinating conjunctions (e.g., and, or, but) in the context of reading, writing, and speaking.	<b>® © ELA.4.20A.vii</b> Use and understand the function of (coordinating and) correlative conjunctions (e.g., either/or, neither/nor) in the context of reading, writing, and speaking.	<b>ELA.5.20A.vii</b> Use and understand the function of (coordinating, correlative, and) subordinating conjunctions (e.g., while, because, although, if) in the context of reading, writing, and speaking.





**English Language Arts – Prekindergarten – Grade 5  
Vertical Alignment Matrix (2013-2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 2: Writing			<b>ELA.1.20A.vii</b> Understand and use time-order transition words in the context of reading, writing, and speaking.	<b>ELA.2.21A.vii</b> Understand and use time-order transition words in the context of reading, writing, and speaking.	<b>ELA.3.22A.viii</b> Use and understand time-order transition words and transitions that indicate a conclusion in the context of reading, writing, and speaking.	<b>® ③ ELA.4.20A.viii</b> Use and understand the function and use of time-order transition words and transitions that indicate a conclusion in the context of reading, writing, and speaking.	<b>ELA.5.20A.viii</b> Use and understand the function of transitional words (e.g., also, therefore) in the context of reading, writing, and speaking.
					<b>AR ELA.3.22B</b> Use the complete subject and the complete predicate in a sentence.	<b>® ELA.4.20B</b> Use the complete subject and the complete predicate in a sentence.	<b>AR ELA.5.20B</b> Use the complete subject and the complete predicate in a sentence.
	<b>II.E.3.</b> Child uses sentences with more than one phrase.	<b>AR ELA.K.16B</b> Speak and write in complete sentences to communicate.	<b>AR ELA.1.20B</b> Speak and write in complete sentences with correct subject-verb agreement.	<b>ELA.2.21B</b> Use complete sentences with correct subject-verb agreement.	<b>AR ELA.3.22C</b> Use complete simple and compound sentences with correct subject-verb agreement.	<b>③ ELA.4.20C</b> Use complete simple and compound sentences with correct subject-verb agreement.	<b>AR ELA.5.20C</b> Use complete simple and compound sentences with correct subject-verb agreement.
	<b>II.E.4.</b> Child combines more than one idea using complex sentences.						
			<b>ELA.1.20C</b> Ask questions with appropriate subject-verb inversion.				
	<b>II.E.1.</b> Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.	<b>ELA.K.16C</b> Use complete simple sentences.					
				<b>AR ELA.2.21C</b> Distinguish among declarative and interrogative sentences.			



**English Language Arts – Prekindergarten – Grade 5  
Vertical Alignment Matrix (2013-2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
<b>Strand 2: Writing</b>	<b>Oral and Written Conventions/Handwriting, Capitalization, and Punctuation</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:							
	<b>IV.C.1.</b> Child independently writes some letters on request (not necessarily well-formed).	<b>AR ELA.K.17A</b> Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).	<b>ELA.1.21A</b> Form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences.	<b>AR ELA.2.22A</b> Write legibly leaving appropriate margins for readability.	<b>ELA.3.23A</b> Write legibly in cursive script with spacing between words in a sentence.	<b>ELA.4.21A</b> Write legibly by selecting cursive script or manuscript printing as appropriate marks.		
	<b>IV.D.1.</b> Child uses some appropriate writing conventions when writing or giving dictation.	<b>ELA.K.17B</b> Capitalize the first letter in a sentence.	<b>AR ELA.1.21B.i</b> Recognize and use basic capitalization for the beginning of sentences.					
			<b>AR ELA.1.21B.ii</b> Recognize and use basic capitalization for the pronoun "I".					
			<b>ELA.1.21B.iii</b> Recognize and use basic capitalization for names of people.	<b>AR ELA.2.22B.i</b> Use capitalization for proper nouns	<b>ELA.3.23B.iii</b> Use capitalization for official titles of people.			
					<b>ELA.3.23B.i</b> Use capitalization for geographical names and places.	<b>AR © ELA.4.21B.iii</b> Use capitalization for languages, races, and nationalities.		
					<b>ELA.3.23B.ii</b> Use capitalization for historical periods.	<b>AR © ELA.4.21B.i</b> Use capitalization for historical events and documents.		
							<b>ELA.5.21A.i</b> Use capitalization for abbreviations.	
							<b>ELA.5.21A.ii</b> Use capitalization for initials and acronyms.	
							<b>ELA.5.21A.iii</b> Use capitalization for organizations.	



**English Language Arts – Prekindergarten – Grade 5  
Vertical Alignment Matrix (2013-2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 2: Writing</b>						® © ELA.4.21B.ii Use capitalization for titles of books, stories, and essays.	<b>ELA.5.21C</b> Use proper mechanics including italics and underlining for titles and emphasis.
				AR ELA.2.22B.ii Use capitalization for months and days of the week.			
				AR ELA.2.22B.iii Use capitalization for the salutation and closing of a letter.			
<b>Strand 3: Oral and Written Conventions</b>	<b>IV.D.1.</b> Child uses some appropriate writing conventions when writing or giving dictation.	<b>ELA.K.17C</b> Use punctuation at the end of a sentence.	<b>ELA.1.21C</b> Recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.	AR ELA.2.22C.i Recognize and use punctuation marks including ending punctuation in sentences.			
					ELA.3.23C.ii Recognize and use punctuation marks including commas in series and dates.	® © ELA.4.21C.i Recognize and use punctuation marks including commas in compound sentences.	<b>ELA.5.21B.i</b> Recognize and use punctuation marks including commas in compound sentences.
				ELA.2.22C.ii Recognize and use punctuation marks, including apostrophes and contractions.	ELA.3.23C.i Recognize and use punctuation marks including apostrophes in contractions and possessives.		
				ELA.2.22C.iii Recognize and use punctuation marks, including apostrophes and possessives.			
						® © ELA.4.21C.ii Recognize and use punctuation marks including quotation marks.	<b>ELA.5.21B.ii</b> Recognize and use punctuation marks including proper punctuation and spacing for quotations.
					ELA.3.23D Use correct mechanics including paragraph indentations.		



**English Language Arts – Prekindergarten – Grade 5  
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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 3: Oral and Written Conventions</b>	<b>Oral and Written Conventions/Spelling</b> Students spell correctly. Students are expected to:						
	<b>III.C.3.</b> Child produces the correct sounds for at least 10 letters.	<b>ELA.K.18A</b> Use phonological knowledge to match sounds to letters.	<b>ELA.1.22A</b> Use phonological knowledge to match sounds to letters to construct known words.	<b>ELA.2.23A</b> Use phonological knowledge to match sounds to letters to construct unknown words.	<b>AR ELA.3.24A</b> Use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell.		
		<b>ELA.K.18B</b> Use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut").	<b>AR ELA.1.22B.i</b> Use letter-sound patterns to spell consonant-vowel-consonant (CVC) words.		<b>ELA.3.24D</b> Spell words with common syllable constructions (e.g., closed, open, final stable syllable).		
			<b>AR ELA.1.22B.ii</b> Use letter-sound patterns to spell consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope").				
			<b>AR ELA.1.22B.iii</b> Use letter-sound patterns to spell one-syllable words with consonant blends (e.g., "drop").				
				<b>ELA.2.23B.i</b> Spell words with common orthographic patterns and rules: complex consonants (e.g., hard and soft c and g, ck).	<b>ELA.3.24B.v</b> Spell words with more advanced orthographic patterns and rules: complex consonants (e.g., scr-, -dge, -tch).		<b>ELA.5.22A.i</b> Spell words with more advanced orthographic patterns and rules including consonant changes (e.g., /t/ to /sh/ in select, selection; /k/ to /sh/ in music, musician).
				<b>ELA.2.23B.ii</b> Spell words with common orthographic patterns and rules: r-controlled vowels.			



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Vertical Alignment Matrix (2013-2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 3: Oral and Written Conventions				<b>ELA.2.23B.iii</b> Spell words with common orthographic patterns and rules: long vowels (e.g., VCe-hope).	<b>ELA.3.24B.vi</b> Spell words with more advanced orthographic patterns and rules: abstract vowels (e.g., ou as in could, touch, through, bought).		<b>ELA.5.22A.ii</b> Spell words with more advanced orthographic patterns and rules including vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal).
				<b>ELA.2.23B.iv</b> Spell words with common orthographic patterns and rules: vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy).			
			<b>ELA.1.22C</b> Spell high-frequency words from a commonly used list.	<b>AR ELA.2.23C</b> Spell high-frequency words from a commonly used list.	<b>AR ELA.3.24C</b> Spell high-frequency and compound words from a commonly used list.		
			<b>ELA.1.22D</b> Spell base words with inflectional endings (e.g., adding "s" to make words plurals).	<b>ELA.2.23D</b> Spell base words with inflectional endings (e.g., -ing and -ed).	<b>ELA.3.24B.i</b> Spell words with more advanced orthographic patterns and rules: consonant doubling when adding an ending.		
					<b>ELA.3.24B.ii</b> Spell words with more advanced orthographic patterns and rules: dropping final "e" when endings are added (e.g., -ing, -ed).		
					<b>ELA.3.24B.iii</b> Spell words with more advanced orthographic patterns and rules: changing y to i before adding the ending -es.	<b>R S ELA.4.22A.i</b> Spell words with more advanced orthographic patterns and rules including plural rules (e.g., words ending in f as in leaf, leaves; adding -es).	



**English Language Arts – Prekindergarten – Grade 5  
Vertical Alignment Matrix (2013-2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 3: Oral and Written Conventions						<p>Ⓜ Ⓢ ELA.4.22A.ii Spell words with more advanced orthographic patterns and rules including irregular plurals (e.g., man/men, foot/feet, child/children).</p>	
					<p>ELA.3.24B.iv Spell words with more advanced orthographic patterns and rules: double consonants in the middle of words.</p>	<p>Ⓜ Ⓢ ELA.4.22A.iii Spell words with more advanced orthographic patterns and rules including double consonants in middle of words.</p>	
						<p>Ⓜ Ⓢ ELA.4.22A.iv Spell words with more advanced orthographic patterns and rules including other ways to spell sh (e.g., -sion, -tion, -cian).</p>	
						<p>Ⓜ Ⓢ ELA.4.22A.v Spell words with more advanced orthographic patterns and rules including silent letters (e.g., knee, wring).</p>	<p>ELA.5.22A.iii Spell words with more advanced orthographic patterns and rules including silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation).</p>
							<p>ELA.5.22B.i Spell words with Greek Roots (e.g., tele, photo, graph, meter).</p>
						<p>Ⓢ ELA.4.22B Spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-).</p>	



**English Language Arts – Prekindergarten – Grade 5  
Vertical Alignment Matrix (2013-2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 3: Oral and Written Conventions</b>							<b>ELA.5.22B.ii</b> Spell words with Latin Roots (e.g., spec, scrib, rupt, port, ject, dict).
							<b>ELA.5.22B.iii</b> Spell words with Greek suffixes (e.g., -ology, -phobia, -ism, -ist).
							<b>ELA.5.22B.iv</b> Spell words with Latin derived suffixes (e.g., -able, -ible; -ance, -ence).
					<b>ELA.3.24E</b> Spell single syllable homophones (e.g., bear/bare; week/weak; road/rode).	<b>ELA.4.22C</b> Spell commonly used homophones (e.g., there, they're, their; two, too, to).	<b>ELA.5.22C</b> Differentiate between commonly confused terms (e.g., its, it's; affect, effect).
				<b>ELA.2.23E</b> Spell simple contractions (e.g., isn't, aren't, can't).	<b>ELA.3.24F</b> Spell complex contractions (e.g., should've, won't).		
	<b>IV.B.1.</b> Child independently uses letters or symbols to make words or parts of words.		<b>ELA.1.22E</b> Use resources to find correct spellings.	<b>ELA.2.23F</b> Use resources to find correct spellings.	<b>ELA.3.24G</b> Use print and electronic resources to find and check correct spellings.	<b>ELA.4.22D</b> Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.	<b>ELA.5.22D</b> Use spelling patterns and rules and print and electronic resources to determine and check correct spelling.
							<b>ELA.5.22E</b> Know how to use the spell-check function in word processing while understanding its limitations.
	<b>IV.B. 2.</b> Child writes own name (first name, or frequent nickname), not necessarily with full correct spelling or well-formed letters.	<b>ELA.K.18C</b> Write one's own name					



**English Language Arts – Prekindergarten – Grade 5  
Vertical Alignment Matrix (2013-2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 4: Research	<b>Research/Research Plan</b> Students ask open-ended research questions and develop a plan for answering them. Students are expected to:						
		<b>ELA.K.19A</b> Ask questions about topics of class-wide interest (with adult assistance).	<b>ELA.1.23A</b> Generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics (with adult assistance).	<b>ELA.2.24A</b> Generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics.	<b>ELA.3.25A</b> Generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic.	<b>ELA.4.23A</b> Generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic.	<b>ELA.5.23A</b> Brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic.
		<b>ELA.K.19B</b> Decide what sources or people in the classroom, school, library, or home can answer questions about the topic (with adult assistance).	<b>ELA.1.23B</b> Decide what sources of information might be relevant to answer questions about the topic (with adult assistance).	<b>ELA.2.24B</b> Decide what sources of information might be relevant to answer questions about the topic.	<b>ELA.3.25B</b> Generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.	<b>ELA.4.23B</b> Generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.	<b>ELA.5.23B</b> Generate a research plan for gathering relevant information about the major research question.
	<b>Research/Gathering Sources</b> Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:						
		<b>ELA.K.20A</b> Gather evidence from provided text sources (with adult assistance).	<b>ELA.1.24A</b> Gather evidence from available sources (natural and personal) as well as from interviews with local experts (with adult assistance).	<b>ELA.2.25A</b> Gather evidence from available sources (natural and personal) as well as from interviews with local experts.	<b>ELA.3.26A.i</b> Follow the research plan to collect information from multiple sources of information, both oral and written, including: student-initiated surveys, on-site inspections, and interviews.	<b>ELA.4.24A.i</b> Follow the research plan to collect information from multiple sources of information both oral and written, including student-initiated surveys, on-site inspections, and interviews.	<b>ELA.5.24A</b> Follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts.
			<b>ELA.1.24B</b> Use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information (with adult assistance).	<b>ELA.2.25B</b> Use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information.	<b>ELA.3.26A.ii</b> Follow the research plan to collect information from multiple sources of information, both oral and written, including: data from experts, reference texts, and online searches.	<b>ELA.4.24A.ii</b> Follow the research plan to collect information from multiple sources of information both oral and written, including data from experts, reference texts, and online searches.	





**English Language Arts – Prekindergarten – Grade 5  
Vertical Alignment Matrix (2013-2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 4: Research							<b>ELA.5.24B</b> Differentiate between primary and secondary sources.
					<b>ELA.3.26A.iii</b> Follow the research plan to collect information from multiple sources of information, both oral and written, including: visual sources of information (e.g., maps, timelines, graphs) where appropriate.	<b>ELA.4.24A.iii</b> Follow the research plan to collect information from multiple sources of information both oral and written, including visual sources of information (e.g., maps, timelines, graphs) where appropriate.	
					<b>ELA.3.26B</b> Use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics).	<b>ELA.4.24B</b> Use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics).	
		<b>ELA.K.20B</b> Use pictures in conjunction with writing when documenting research (with adult assistance).	<b>ELA.1.24C</b> Record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams) (with adult assistance).	<b>ELA.2.25C</b> Record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).	<b>ELA.3.26C</b> Take simple notes and sort evidence into provided categories or an organizer.	<b>ELA.4.24C</b> Take simple notes and sort evidence into provided categories or an organizer.	<b>ELA.5.24C</b> Record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes.
					<b>ELA.3.26D</b> Identify the author, title, publisher, and publication year of sources.	<b>ELA.4.24D</b> Identify the author, title, publisher, and publication year of sources.	<b>ELA.5.24D</b> Identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format.



**English Language Arts – Prekindergarten – Grade 5  
Vertical Alignment Matrix (2013-2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 4: Research					<b>ELA.3.26E</b> Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	<b>ELA.4.24E</b> Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	<b>ELA.5.24E</b> Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.
	<b>Research/Synthesizing Information</b> Students clarify research questions and evaluate and synthesize collected information. Students are expected to:						
			<b>ELA.1.25A</b> Revise the topic as a result of answers to initial research questions (with adult assistance).	<b>ELA.2.26A</b> Revise the topic as a result of answers to initial research questions.	<b>ELA.3.27A</b> Improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).	<b>ELA.4.25A</b> Improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).	<b>ELA.5.25A</b> Refine the major research question, if necessary, guided by the answers to a secondary set of questions.
							<b>ELA.5.25B</b> Evaluate the relevance, validity, and reliability of sources for the research.
	<b>Research/Organizing and Presenting Ideas</b> Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to:						
							<b>ELA.5.26A</b> Synthesize the research into a written or an oral presentation that compiles important information from multiple sources.
							<b>ELA.5.26B</b> Synthesize the research into a written or an oral presentation that develops a topic sentence, summarizes findings, and uses evidence to support conclusions.



**English Language Arts – Prekindergarten – Grade 5  
Vertical Alignment Matrix (2013-2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 4: Research			<b>ELA.1.26A</b> Create a visual display or dramatization to convey the results of the research (with adult assistance).	<b>ELA.2.27A</b> Create a visual display or dramatization to convey the results of the research (with adult assistance).			<b>ELA.5.26C</b> Synthesize the research into a written or an oral presentation that presents the findings in a consistent format.
					<b>ELA.3.28A</b> Draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.	<b>ELA.4.26A</b> Draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.	<b>ELA.5.26D</b> Synthesize the research into a written or an oral presentation that uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).
Strands 5: Listening and Speaking	<b>Listening and Speaking/Listening</b> Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:						
		<b>ELA.K.21A</b> Listen attentively by facing speakers and asking questions to clarify information.	<b>ELA.1.27A</b> Listen attentively to speakers and ask relevant questions to clarify information.	<b>ELA.2.28A</b> Listen attentively to speakers and ask relevant questions to clarify information.	<b>ELA.3.29A</b> Listen attentively to speakers, ask relevant questions, and make pertinent comments.	<b>ELA.4.27A</b> Listen attentively to speakers, ask relevant questions, and make pertinent comments.	<b>ELA.5.27A</b> Listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective.
	<b>II.A.2.</b> Child shows understanding by following two-step oral directions and usually follows three-step directions.	<b>ELA.K.21B</b> Follow oral directions that involve a short related sequence of actions.	<b>ELA.1.27B</b> Follow, restate, and give oral instructions that involve a short related sequence of actions.	<b>ELA.2.28B</b> Follow, restate, and give oral instructions that involve a short related sequence of actions.	<b>ELA.3.29B</b> Follow, restate, and give oral instructions that involve a series of related sequences of action.	<b>ELA.4.27B</b> Follow, restate, and give oral instructions that involve a series of related sequences of action.	<b>ELA.5.27B</b> Follow, restate, and give oral instructions that include multiple action steps.
							<b>ELA.5.27C</b> Determine both main and supporting ideas in the speaker's message.



**English Language Arts – Prekindergarten – Grade 5  
Vertical Alignment Matrix (2013-2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strands 5: Listening and Speaking	<b>Listening and Speaking/Speaking</b> Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to:						
	<b>II.B.3.</b> Child provides appropriate information for various situations <b>II.C.1.</b> Child’s speech is understood by both the teacher and other adults in the school.	<b>ELA.K.22A</b> Share information and ideas about the topic under discussion by speaking audibly and clearly using the conventions of language.	<b>ELA.1.28A</b> Share information and ideas about the topic under discussion by speaking clearly at and appropriate pace and using the conventions of language.	<b>ELA.2.29A</b> Share information and ideas that focus on the topic under discussion by speaking clearly at an appropriate pace and using the conventions of language.	<b>ELA.3.30A</b> Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	<b>ELA.4.28A</b> Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.	<b>ELA.5.28A</b> Give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.
Strands 5: Listening and Speaking	<b>Listening and Speaking/Teamwork</b> Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to:						
	<b>II.B.4.</b> Child demonstrates knowledge of verbal conversational rules.	<b>ELA.K.23A</b> Follow agreed-upon rules for discussion, including taking turns, and speaking one at a time.	<b>ELA.1.29A</b> Follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	<b>ELA.2.30A</b> Follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.	<b>ELA.3.31A</b> Participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	<b>ELA.4.29A</b> Participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	<b>ELA.5.29A</b> Participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.

