## 2021-2022 Vertical Alignment Matrix
### English/Spanish Language Arts – Kindergarten-Grade 2

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand 1: Foundational Language Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELA.K.1A</strong> Listen actively and ask questions to understand information and answer questions using multi-word responses.</td>
<td><strong>ELA.1.1A</strong> Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.</td>
<td><strong>ELA.2.1A</strong> Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.</td>
</tr>
<tr>
<td><strong>ELA.K.1B</strong> Restate and follow oral directions that involve a short, related sequence of actions.</td>
<td><strong>ELA.1.1B</strong> Follow, restate, and give oral instructions that involve a short, related sequence of actions.</td>
<td><strong>ELA.2.1B</strong> Follow, restate, and give oral instructions that involve a short, related sequence of actions.</td>
</tr>
<tr>
<td><strong>ELA.K.1C</strong> Share information and ideas by speaking audibly and clearly using the conventions of language.</td>
<td><strong>ELA.1.1C</strong> Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.</td>
<td><strong>ELA.2.1C</strong> Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.</td>
</tr>
<tr>
<td><strong>ELA.K.1D</strong> Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.</td>
<td><strong>ELA.1.1D</strong> Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</td>
<td><strong>ELA.2.1D</strong> Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.</td>
</tr>
<tr>
<td><strong>ELA.K.1E</strong> Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</td>
<td><strong>ELA.1.1E</strong> Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</td>
<td><strong>ELA.2.1E</strong> Develop social communication such as distinguishing between asking and telling.</td>
</tr>
</tbody>
</table>
### Kindergarten

<table>
<thead>
<tr>
<th>ELA.2/SLA.2</th>
<th>Grade 1</th>
<th>Grade 2</th>
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<tbody>
<tr>
<td><strong>2A.2A.i</strong> Demonstrate phonological awareness by identifying and producing rhyming words.</td>
<td>SLA.K.2A.i Demonstrate phonological awareness by identifying and producing rhyming words.</td>
<td>SLA.K.2A.i Demonstrate phonological awareness by identifying and producing rhyming words.</td>
</tr>
</tbody>
</table>
| **2A.2A.ii** Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound. | SLA.K.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound. | *
| **2A.2A.iii** Demonstrate phonological awareness by identifying syllables in spoken words. | SLA.K.2A.iii Demonstrate phonological awareness by identifying syllables in spoken words. | SLA.K.2A.iii Demonstrate phonological awareness by identifying syllables in spoken words. |
| **2A.2A.iv** Demonstrate phonological awareness by identifying syllables in spoken words. | ELA.1.2A.ii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words. | *
| **2A.2A.v** Demonstrate phonological awareness by blending syllables to form multisyllabic words. | *N/E | ELA.2.2A.ii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multisyllabic words. |
| **2A.2A.vi** Demonstrate phonological awareness by segmenting multisyllabic words into syllables. | SLA.K.2A.vi Demonstrate phonological awareness by segmenting multisyllabic words into syllables. | *N/E |

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* N/E: Not yet evaluated.

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**Developing and Sustaining Foundational Language Skills:** listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to do the following:

- **ELA.2A/SLA.2A.** Demonstrate phonological awareness by doing the following:
<table>
<thead>
<tr>
<th>ELA.K.2A.vii</th>
<th>Demonstrate phonological awareness by blending spoken onsets and rimes to form simple words.</th>
<th>SLA.K.2A.vii</th>
<th>Demonstrate phonological awareness by identifying initial and final sounds in simple words.</th>
<th>ELA.1.2A.iv</th>
<th>Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.</th>
<th>SLA.1.2A.iii</th>
<th>Demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed.</th>
<th>ELA.2A.iii</th>
<th>Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.</th>
<th>*N/E</th>
</tr>
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<tbody>
<tr>
<td>ELA.K.2A.viii</td>
<td>Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words.</td>
<td>SLA.K.2A.viii</td>
<td>Demonstrate phonological awareness by blending spoken phonemes to form syllables.</td>
<td>ELA.1.2A.v</td>
<td>Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.</td>
<td>SLA.1.2A.v</td>
<td>Demonstrate phonological awareness by blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words.</td>
<td>ELA.2A.ii</td>
<td>Demonstrate phonological awareness by manipulating phonemes within base words.</td>
<td>*N/E</td>
</tr>
<tr>
<td>ELA.K.2A.ix</td>
<td>Demonstrate phonological awareness by manipulating syllables within a multisyllabic word.</td>
<td>SLA.K.2A.ix</td>
<td>Demonstrate phonological awareness by manipulating syllables within a multisyllabic word.</td>
<td>ELA.1.2A.vi</td>
<td>Demonstrate phonological awareness by manipulating phonemes within base words.</td>
<td>SLA.1.2A.vi</td>
<td>Demonstrate phonological awareness by manipulating syllables within base words.</td>
<td>ELA.2A.ii</td>
<td>Demonstrate phonological awareness by manipulating phonemes within base words.</td>
<td>*N/E</td>
</tr>
<tr>
<td>ELA.K.2A.x</td>
<td>Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes.</td>
<td>*N/E</td>
<td>*N/E</td>
<td>ELA.1.2A.vii</td>
<td>Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes, including words with initial and/or final consonant blends.</td>
<td>SLA.1.2A.vii</td>
<td>Demonstrate phonological awareness by segmenting spoken one-syllable words into sílabas trabadas, including words with sílabas trabadas.</td>
<td>*N/E</td>
<td>SLA.2A Demonstrate and apply phonetic knowledge by doing the following:</td>
<td>SLA.2B</td>
</tr>
</tbody>
</table>
| ELA.K.2B.i | Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent. | SLA.K.2B.i | Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent. | ELA.1.2B.i | Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter sound correspondences. | *N/E | *N/E | *N/E | *N/E | *N/E
<p>| ELA.2B/SLA.2B | Demonstrate and apply phonetic knowledge by doing the following: | SLA.2A | Demonstrate and apply phonetic knowledge by doing the following: |</p>
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<tr>
<td><strong>ELA.K.2B.ii</strong> Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.</td>
<td>SLA.K.2B.ii Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CCV, CVCV, and CVCCV.</td>
<td>ELA.2B.ii Demonstrate and apply phonetic knowledge by decoding words with silabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</td>
</tr>
<tr>
<td><strong>ELA.K.2B.iii</strong> Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added, or deleted such as it–pit–tip–tap.</td>
<td>SLA.K.2B.iv Demonstrate and apply phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted.</td>
<td>*N/E</td>
</tr>
<tr>
<td><strong>SLA.K.2B.iii</strong> Demonstrate and apply phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted.</td>
<td>SLA.1.2B.iii Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.</td>
<td>SLA.2.2B.iii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</td>
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<tr>
<td>*N/E</td>
<td>*N/E</td>
<td>*N/E</td>
</tr>
<tr>
<td><strong>SLA.K.2B.iii</strong> Demonstrate and apply phonetic knowledge by decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/.</td>
<td>SLA.1.2B.iii Demonstrate and apply phonetic knowledge by decoding words with diphthongs such as /ai/, /au/, and /ei/.</td>
<td>SLA.2.2A.iii Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.</td>
</tr>
<tr>
<td>*N/E</td>
<td>*N/E</td>
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<tr>
<td><strong>SLA.K.2B.iii</strong> Demonstrate and apply phonetic knowledge by decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/.</td>
<td>SLA.1.2B.iii Demonstrate and apply phonetic knowledge by decoding words with diphthongs such as /ai/, /au/, and /ei/.</td>
<td>SLA.2.2A.iii Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.</td>
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<tr>
<td><strong>ELA.1.2B.iv</strong> Demonstrate and apply phonetic knowledge by using knowledge of base words to decode common compound words and contractions.</td>
<td><strong>SLA.1.2B.vi</strong> Demonstrate and apply phonetic knowledge by using knowledge of base words to decode common compound words.</td>
<td><strong>ELA.2.2B.iv</strong> Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations.</td>
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<tr>
<td></td>
<td><strong>SLA.1.2B.v</strong> Demonstrate and apply phonetic knowledge by decoding contractions such as at and del.</td>
<td><strong>SLA.2.2A.v</strong> Demonstrate and apply phonetic knowledge by decoding compound words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.</td>
</tr>
<tr>
<td><strong>ELA.1.2B.v</strong> Demonstrate and apply phonetic knowledge by decoding contractions such as al and del.</td>
<td><strong>SLA.2.2A.v</strong> Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</td>
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<tr>
<td><strong>ELA.1.2B.v</strong> Demonstrate and apply phonetic knowledge by decoding words with inflectional endings, including -ed, -s, and -es.</td>
<td><strong>ELA.2.2B.vi</strong> Demonstrate and apply phonetic knowledge by decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.</td>
<td><strong>SLA.2.2A.vi</strong> Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.</td>
</tr>
<tr>
<td><strong>ELA.K.2B.iv</strong> Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.</td>
<td><strong>ELA.1.2B.vi</strong> Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list.</td>
<td><strong>ELA.2.2B.vii</strong> Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</td>
</tr>
<tr>
<td></td>
<td><strong>ELA.2.2B.vii</strong> Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.</td>
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<td></td>
<td><strong>SLA.1.2B.vi</strong> Demonstrate and apply phonetic knowledge by decoding three- to four-syllable words.</td>
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<td></td>
<td><strong>SLA.1.2B.viii</strong> Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.</td>
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<tr>
<td><strong>ELA.2C/SLA.2C</strong></td>
<td>Demonstrate and apply spelling knowledge by doing the following:</td>
<td></td>
</tr>
<tr>
<td><strong>ELA.2C.i</strong></td>
<td>Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.</td>
<td><strong>SLA.2C.i</strong></td>
</tr>
<tr>
<td><strong>ELA.1C.i</strong></td>
<td>Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.</td>
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</tr>
<tr>
<td><strong>ELA.1C.ii</strong></td>
<td>Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs.</td>
<td><strong>SLA.1C.ii</strong></td>
</tr>
<tr>
<td><strong>ELA.2C.ii</strong></td>
<td>Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</td>
<td></td>
</tr>
<tr>
<td><strong>ELA.2C.iii</strong></td>
<td>Demonstrate and apply spelling knowledge by spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/.</td>
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<tr>
<td><strong>SLA.2C.iii</strong></td>
<td>Demonstrate and apply spelling knowledge by spelling common abbreviations.</td>
<td></td>
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<tr>
<td><strong>ELA.2C.iv</strong></td>
<td>Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.</td>
<td></td>
</tr>
<tr>
<td><strong>SLA.2C.iv</strong></td>
<td>Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.</td>
<td></td>
</tr>
<tr>
<td><strong>SLA.2C.v</strong></td>
<td>Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.</td>
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</tr>
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<tr>
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<tr>
<td><strong>ELA.K.2C.iii</strong> Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.</td>
<td>*N/E</td>
<td><strong>ELA.1.2C.iv</strong> Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.</td>
</tr>
<tr>
<td><strong>ELA.K.2D/SLA.K.2D</strong> Demonstrate print awareness by doing the following:</td>
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<tr>
<td><strong>ELA.K.2D.i</strong> Demonstrate print awareness by identifying the front cover, back cover, and title page of a book.</td>
<td></td>
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</tr>
<tr>
<td><strong>SLA.K.2D.i</strong> Demonstrate print awareness by identifying the front cover, back cover, and title page of a book.</td>
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</tr>
<tr>
<td><strong>ELA.1.2D</strong> Demonstrate print awareness by identifying the information that different parts of a book provide.</td>
<td></td>
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</tr>
<tr>
<td>ELA.K.2D.ii</td>
<td>Demonstrate print awareness by holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep.</td>
<td>Grade 1</td>
</tr>
<tr>
<td>SLA.K.2D.ii</td>
<td>Demonstrate print awareness by holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep.</td>
<td></td>
</tr>
</tbody>
</table>

| ELA.K.2D.iii | Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries. | Grade 1 | Grade 2 |
| SLA.K.2D.iii | Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries. |

| ELA.K.2D.iv | Demonstrate print awareness by recognizing the difference between a letter and a printed word. | Grade 1 | Grade 2 |
| SLA.K.2D.iv | Demonstrate print awareness by recognizing the difference between a letter and a printed word. |

| ELA.K.2D.v | Demonstrate print awareness by identifying all uppercase and lowercase letters. | Grade 1 | Grade 2 |
| SLA.K.2D.v | Demonstrate print awareness by identifying all uppercase and lowercase letters. |

| ELA.2.2D | Alphabetize a series of words and use a dictionary or glossary to find words. | Grade 1 | Grade 2 |
| SLA.2.2D | Alphabetize a series of words and use a dictionary or glossary to find words. |

| ELA.3/SLA.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to do the following: |
| ELA.1.3A | Use a resource such as a picture dictionary or digital resource to find words. | Grade 1 | Grade 2 |
| SLA.1.3A | Use a resource such as a picture dictionary or digital resource to find words. |

| ELA.1.2F | Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words. | Grade 1 | Grade 2 |
| SLA.1.2F | Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words. |

| ELA.2.2E | Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters. | Grade 1 | Grade 2 |
| SLA.2.2E | Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters. |

| ELA.1.2C | Alphabetize a series of words to the first or second letter and use a dictionary to find words. | Grade 1 | Grade 2 |
| SLA.1.2C | Alphabetize a series of words to the first or second letter and use a dictionary to find words. |

| ELA.1.2E | Alphabetize a series of words to the first or second letter and use a dictionary to find words. | Grade 1 | Grade 2 |
| SLA.1.2E | Alphabetize a series of words to the first or second letter and use a dictionary to find words. |

| ELA.3/SLA.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to do the following: |
| ELA.1.3A | Use a resource such as a picture dictionary or digital resource to find words. | Grade 1 | Grade 2 |
| SLA.1.3A | Use a resource such as a picture dictionary or digital resource to find words. |

| ELA.1.2F | Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words. | Grade 1 | Grade 2 |
| SLA.1.2F | Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words. |

| ELA.2.2C | Alphabetize a series of words and use a dictionary or glossary to find words. | Grade 1 | Grade 2 |
| SLA.2.2C | Alphabetize a series of words and use a dictionary or glossary to find words. |

| ELA.1.2E | Alphabetize a series of words to the first or second letter and use a dictionary to find words. | Grade 1 | Grade 2 |
| SLA.1.2E | Alphabetize a series of words to the first or second letter and use a dictionary to find words. |

| ELA.2.2D | Alphabetize a series of words and use a dictionary or glossary to find words. | Grade 1 | Grade 2 |
| SLA.2.2D | Alphabetize a series of words and use a dictionary or glossary to find words. |

<p>| ELA.3/SLA.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to do the following: |
| ELA.1.3A | Use a resource such as a picture dictionary or digital resource to find words. | Grade 1 | Grade 2 |
| SLA.1.3A | Use a resource such as a picture dictionary or digital resource to find words. |</p>
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<tr>
<td>ELA.K.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</td>
<td>SLA.K.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</td>
<td>ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</td>
</tr>
<tr>
<td>ELA.1.3C Identify the meaning of words with the affixes -s, -ed, and -ing.</td>
<td>SLA.1.3C Identify the meaning of words with affixes, including -s, -es, and -or.</td>
<td>ELA.2.3C Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/ton/sion.</td>
</tr>
<tr>
<td>ELA.K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</td>
<td>SLA.K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</td>
<td>ELA.1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.</td>
</tr>
<tr>
<td>ELA.1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.</td>
<td>SLA.1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.</td>
<td>ELA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</td>
</tr>
<tr>
<td>ELA.K.4A Self-select text and interact independently with text for increasing periods of time.</td>
<td>SLA.K.4A Self-select text and interact independently with text for increasing periods of time.</td>
<td>ELA.1.5A Self-select text and interact independently with text for increasing periods of time.</td>
</tr>
<tr>
<td>ELA.1.5A Self-select text and interact independently with text for increasing periods of time.</td>
<td>SLA.1.5A Self-select text and interact independently with text for increasing periods of time.</td>
<td>ELA.2.5A Self-select text and interact independently with text for a sustained period of time.</td>
</tr>
<tr>
<td>ELA.4/SLA.4 Developing and Sustaining Foundational Language Skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</td>
<td>ELA.5/SLA.5 Developing and Sustaining Foundational Language Skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.</td>
<td>ELA.5/SLA.5 Developing and Sustaining Foundational Language Skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for a sustained period of time.</td>
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* N/E

SLA.2.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué, sino/so no, and también/tan bien.
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<thead>
<tr>
<th>Strand 2: Comprehension Skills</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA.5/SLA.5 Comprehension Skills:</strong> listening, speaking, reading, writing, and thinking using multiple texts.</td>
<td><strong>ELA.1.5A Establish purpose for reading assigned and self-selected texts with adult assistance.</strong></td>
<td><strong>ELA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.</strong></td>
<td><strong>ELA.2.6A Establish purpose for reading assigned and self-selected texts.</strong></td>
</tr>
<tr>
<td><strong>ELA.5B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</strong></td>
<td><strong>ELA.1.5B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</strong></td>
<td><strong>ELA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</strong></td>
<td><strong>ELA.2.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.</strong></td>
</tr>
<tr>
<td><strong>ELA.5C Make and confirm predictions using text features and structures with adult assistance.</strong></td>
<td><strong>ELA.1.5C Make and confirm predictions using text features and structures with adult assistance.</strong></td>
<td><strong>ELA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.</strong></td>
<td><strong>ELA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.</strong></td>
</tr>
<tr>
<td><strong>ELA.5D Create mental images to deepen understanding with adult assistance.</strong></td>
<td><strong>ELA.1.5D Create mental images to deepen understanding with adult assistance.</strong></td>
<td><strong>ELA.1.6D Create mental images to deepen understanding with adult assistance.</strong></td>
<td><strong>ELA.2.6D Create mental images to deepen understanding.</strong></td>
</tr>
<tr>
<td><strong>ELA.5E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</strong></td>
<td><strong>ELA.1.5E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</strong></td>
<td><strong>ELA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.</strong></td>
<td><strong>ELA.2.6E Make connections to personal experiences, ideas in other texts, and society.</strong></td>
</tr>
<tr>
<td><strong>ELA.5F Make inferences and use evidence to support understanding with adult assistance.</strong></td>
<td><strong>ELA.1.5F Make inferences and use evidence to support understanding with adult assistance.</strong></td>
<td><strong>ELA.1.6F Make inferences and use evidence to support understanding with adult assistance.</strong></td>
<td><strong>ELA.2.6F Make inferences and use evidence to support understanding.</strong></td>
</tr>
<tr>
<td><strong>ELA.5G Evaluate details to determine what is most important with adult assistance.</strong></td>
<td><strong>ELA.1.5G Evaluate details to determine what is most important with adult assistance.</strong></td>
<td><strong>ELA.1.6G Evaluate details to determine what is most important with adult assistance.</strong></td>
<td><strong>ELA.2.6G Evaluate details to determine key ideas.</strong></td>
</tr>
<tr>
<td><strong>ELA.5H Synthesize information to create new understanding with adult assistance.</strong></td>
<td><strong>ELA.1.5H Synthesize information to create new understanding with adult assistance.</strong></td>
<td><strong>ELA.1.6H Synthesize information to create new understanding with adult assistance.</strong></td>
<td><strong>ELA.2.6H Synthesize information to create new understanding.</strong></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>Grade 1</td>
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<tr>
<td><strong>ELA.K.5I</strong></td>
<td>Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.</td>
<td><strong>ELA.1.6I</strong></td>
<td><strong>SLA.1.6I</strong></td>
</tr>
<tr>
<td><strong>SLA.K.5I</strong></td>
<td>Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.</td>
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<tr>
<td>Kindergarten</td>
<td>Grade 1</td>
<td>Grade 2</td>
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<tr>
<td><strong>Strand 3: Response Skills</strong></td>
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<tr>
<td><strong>ELA.6/SLA.6 Response Skills:</strong> listening, speaking, reading, writing, and thinking using multiple texts.</td>
<td><strong>ELA.7/SLA.7 Response Skills:</strong> listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to do the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELA.K.6A</strong> Describe personal connections to a variety of sources.</td>
<td><strong>SLA.K.6A</strong> Describe personal connections to a variety of sources.</td>
<td><strong>ELA.1.7A</strong> Describe personal connections to a variety of sources.</td>
<td></td>
</tr>
<tr>
<td><strong>ELA.K.6B</strong> Provide an oral, pictorial, or written response to a text.</td>
<td><strong>SLA.K.6B</strong> Provide an oral, pictorial, or written response to a text.</td>
<td><strong>ELA.1.7B</strong> Write brief comments on literary or informational texts.</td>
<td></td>
</tr>
<tr>
<td><strong>ELA.K.6C</strong> Use text evidence to support an appropriate response.</td>
<td><strong>SLA.K.6C</strong> Use text evidence to support an appropriate response.</td>
<td><strong>SLA.1.7C</strong> Use text evidence to support an appropriate response.</td>
<td></td>
</tr>
<tr>
<td><strong>ELA.K.6D</strong> Retell texts in ways that maintain meaning.</td>
<td><strong>ELA.1.7D</strong> Retell texts in ways that maintain meaning.</td>
<td><strong>ELA.2.7D</strong> Retell and paraphrase texts in ways that maintain meaning and logical order.</td>
<td></td>
</tr>
<tr>
<td><strong>ELA.K.6E</strong> Interact with sources in meaningful ways such as illustrating or writing.</td>
<td><strong>ELA.1.7E</strong> Interact with sources in meaningful ways such as illustrating or writing.</td>
<td><strong>ELA.2.7E</strong> Interact with sources in meaningful ways such as illustrating or writing.</td>
<td></td>
</tr>
<tr>
<td><strong>ELA.K.6F</strong> Respond using newly acquired vocabulary as appropriate.</td>
<td><strong>ELA.1.7F</strong> Respond using newly acquired vocabulary as appropriate.</td>
<td><strong>ELA.2.7F</strong> Respond using newly acquired vocabulary as appropriate.</td>
<td></td>
</tr>
<tr>
<td>Strand 4: Multiple Genres</td>
<td>Grade 1</td>
<td>Grade 2</td>
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<tr>
<td><strong>ELA.7/SLA.7 Multiple Genres:</strong> listening, speaking, reading, writing, and thinking using multiple texts—literary elements.</td>
<td><strong>ELA.8/SLA.8 Multiple Genres:</strong> listening, speaking, reading, writing, and thinking using multiple texts—literary elements.</td>
<td><strong>ELA.8/SLA.8 Multiple Genres:</strong> listening, speaking, reading, writing, and thinking using multiple texts—literary elements.</td>
<td></td>
</tr>
<tr>
<td><strong>ELA.K.7A Discuss topics and determine the basic theme using text evidence with adult assistance.</strong></td>
<td><strong>SLA.K.7A Discuss topics and determine the basic theme using text evidence with adult assistance.</strong></td>
<td><strong>ELA.1.8A Discuss topics and determine the basic theme using text evidence with adult assistance.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SLA.K.7B Identify and describe the main character(s).</strong></td>
<td><strong>SLA.K.7B Identify and describe the main character(s).</strong></td>
<td><strong>ELA.1.8B Describe the main character(s) and the reason(s) for their actions.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SLA.K.7C Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.</strong></td>
<td><strong>SLA.K.7C Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.</strong></td>
<td><strong>SLA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ELA.K.7D Describe the setting.</strong></td>
<td><strong>SLA.K.7D Describe the setting.</strong></td>
<td><strong>ELA.1.8D Describe the setting.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SLA.1.8A Discuss topics and determine the basic theme using text evidence with adult assistance.</strong></td>
<td></td>
<td><strong>SLA.1.8B Describe the main character(s) and the reason(s) for their actions.</strong></td>
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</tr>
<tr>
<td><strong>ELA.1.8B Describe the main character(s) and the reason(s) for their actions.</strong></td>
<td><strong>ELA.1.8D Describe the setting.</strong></td>
<td><strong>ELA.2.8C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SLA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</strong></td>
<td><strong>ELA.2.8D Describe the importance of the setting.</strong></td>
<td><strong>SLA.2.8D Describe the importance of the setting.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ELA.8/SLA.8 Multiple Genres:</strong> listening, speaking, reading, writing, and thinking using multiple texts—genres.</td>
<td><strong>ELA.9/SLA.9 Multiple Genres:</strong> listening, speaking, reading, writing, and thinking using multiple texts—genres.</td>
<td><strong>ELA.9/SLA.9 Multiple Genres:</strong> listening, speaking, reading, writing, and thinking using multiple texts—genres.</td>
<td></td>
</tr>
<tr>
<td><strong>ELA.K.8A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy-tales, and nursery rhymes.</strong></td>
<td><strong>SLA.K.8A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy-tales, and nursery rhymes.</strong></td>
<td><strong>ELA.1.9A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy-tales, and nursery rhymes.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ELA.K.8B Discuss rhyme and rhythm in nursery rhymes and a variety of poems.</strong></td>
<td><strong>SLA.K.8B Discuss rhyme and rhythm in nursery rhymes and a variety of poems.</strong></td>
<td><strong>SLA.1.9B Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ELA.K.8C Discuss main characters in drama.</strong></td>
<td><strong>SLA.K.8C Discuss main characters in drama.</strong></td>
<td><strong>ELA.1.9C Discuss elements of drama such as characters and setting.</strong></td>
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</tr>
<tr>
<td><strong>ELA.1.8A Discuss topics and determine the basic theme using text evidence with adult assistance.</strong></td>
<td></td>
<td><strong>SLA.1.9C Discuss elements of drama such as characters and setting.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ELA.1.8B Describe the main character(s) and the reason(s) for their actions.</strong></td>
<td></td>
<td><strong>ELA.2.9C Discuss elements of drama such as characters, dialogue, and setting.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ELA.1.8D Describe the setting.</strong></td>
<td></td>
<td><strong>SLA.2.9C Discuss elements of drama such as characters, dialogue, and setting.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SLA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</strong></td>
<td></td>
<td><strong>SLA.2.9A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy-tales.</strong></td>
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<td></td>
<td></td>
<td><strong>SLA.2.9B Explain visual patterns and structures in a variety of poems.</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>SLA.2.9C Explain visual patterns and structures in a variety of poems.</strong></td>
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<tr>
<td>Kindergarten</td>
<td>Grade 1</td>
<td>Grade 2</td>
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<tr>
<td><strong>ELA.8D/SLA.8D</strong> Recognize characteristics and structures of informational text, including:</td>
<td><strong>ELA.1.9D.i</strong> Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.</td>
<td><strong>ELA.2.9D.i</strong> Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.</td>
<td></td>
</tr>
<tr>
<td><strong>ELA.8D.ii</strong> Recognize characteristics and structures of informational text, including titles and simple graphics to gain information.</td>
<td><strong>ELA.1.9D.ii</strong> Recognize characteristics and structures of informational text, including titles and simple graphics to gain information.</td>
<td><strong>ELA.2.9D.ii</strong> Recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information.</td>
<td></td>
</tr>
<tr>
<td><strong>ELA.8D.iii</strong> Recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance.</td>
<td><strong>ELA.1.9D.iii</strong> Recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance.</td>
<td><strong>ELA.2.9D.iii</strong> Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance.</td>
<td></td>
</tr>
<tr>
<td><strong>SLA.8E</strong> Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.</td>
<td>**SLA.8E Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.</td>
<td>**SLA.8E Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.</td>
<td></td>
</tr>
<tr>
<td><strong>SLA.8F</strong> Recognize characteristics of multimodal and digital texts.</td>
<td>**SLA.8F Recognize characteristics of multimodal and digital texts. **</td>
<td>**SLA.8F Recognize characteristics of multimodal and digital texts. **</td>
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</tr>
</tbody>
</table>

**GLOBAL GRADUATE**

1. Foundational Language Skills
2. Comprehension Skills
3. Response Skills
4. Multiple Genres
5. Author’s Purpose and Craft
6. Composition
7. Inquiry and Research

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### Kindergarten

<table>
<thead>
<tr>
<th>Strand 5: Author's Purpose and Craft</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA.K.9A</strong> Discuss with adult assistance the author's purpose for writing text.</td>
</tr>
<tr>
<td><strong>SLA.K.9A</strong> Discuss with adult assistance the author's purpose for writing text.</td>
</tr>
<tr>
<td><strong>ELA.1.10A</strong> Discuss the author's purpose for writing text.</td>
</tr>
<tr>
<td><strong>SLA.1.10A</strong> Discuss the author's purpose for writing text.</td>
</tr>
<tr>
<td><strong>ELA.2.10A</strong> Discuss the author's purpose for writing text.</td>
</tr>
<tr>
<td><strong>SLA.2.10A</strong> Discuss the author's purpose for writing text.</td>
</tr>
<tr>
<td><strong>ELA.K.9B</strong> Discuss with adult assistance how the use of text structure contributes to the author's purpose.</td>
</tr>
<tr>
<td><strong>SLA.K.9B</strong> Discuss with adult assistance how the use of text structure contributes to the author's purpose.</td>
</tr>
<tr>
<td><strong>ELA.1.10B</strong> Discuss how the use of text structure contributes to the author's purpose.</td>
</tr>
<tr>
<td><strong>SLA.1.10B</strong> Discuss how the use of text structure contributes to the author's purpose.</td>
</tr>
<tr>
<td><strong>ELA.2.10B</strong> Discuss how the use of text structure contributes to the author's purpose.</td>
</tr>
<tr>
<td><strong>SLA.2.10B</strong> Discuss how the use of text structure contributes to the author's purpose.</td>
</tr>
<tr>
<td><strong>ELA.K.9C</strong> Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.</td>
</tr>
<tr>
<td><strong>SLA.K.9C</strong> Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.</td>
</tr>
<tr>
<td><strong>ELA.1.10C</strong> Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.</td>
</tr>
<tr>
<td><strong>SLA.1.10C</strong> Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.</td>
</tr>
<tr>
<td><strong>ELA.2.10C</strong> Discuss the author's use of print and graphic features to achieve specific purposes.</td>
</tr>
<tr>
<td><strong>SLA.2.10C</strong> Discuss the author's use of print and graphic features to achieve specific purposes.</td>
</tr>
<tr>
<td><strong>ELA.K.9D</strong> Discuss with adult assistance how the author uses words that help the reader visualize.</td>
</tr>
<tr>
<td><strong>SLA.K.9D</strong> Discuss with adult assistance how the author uses words that help the reader visualize.</td>
</tr>
<tr>
<td><strong>ELA.1.10D</strong> Discuss how the author uses words that help the reader visualize.</td>
</tr>
<tr>
<td><strong>SLA.1.10D</strong> Discuss how the author uses words that help the reader visualize.</td>
</tr>
<tr>
<td><strong>ELA.2.10D</strong> Identify the use of descriptive, literal, and figurative language.</td>
</tr>
<tr>
<td><strong>SLA.2.10D</strong> Discuss the use of descriptive, literal, and figurative language.</td>
</tr>
<tr>
<td><strong>ELA.K.9E</strong> Listen to and experience first- and third-person texts.</td>
</tr>
<tr>
<td><strong>SLA.K.9E</strong> Listen to and experience first- and third-person texts.</td>
</tr>
<tr>
<td><strong>ELA.1.10E</strong> Listen to and experience first- and third-person texts.</td>
</tr>
<tr>
<td><strong>SLA.1.10E</strong> Listen to and experience first- and third-person texts.</td>
</tr>
<tr>
<td><strong>ELA.2.10E</strong> Identify the use of first or third person in a text.</td>
</tr>
<tr>
<td><strong>SLA.2.10E</strong> Identify the use of first or third person in a text.</td>
</tr>
<tr>
<td><strong>ELA.K.9F</strong> Identify and explain the use of repetition.</td>
</tr>
<tr>
<td><strong>SLA.K.9F</strong> Identify and explain the use of repetition.</td>
</tr>
<tr>
<td><strong>ELA.2.10F</strong> Identify and explain the use of repetition.</td>
</tr>
<tr>
<td><strong>SLA.2.10F</strong> Identify and explain the use of repetition.</td>
</tr>
</tbody>
</table>
## Vertical Alignment Matrix

### Kindergarten-Grade 2

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<thead>
<tr>
<th>Strand 6: Composition</th>
<th>Grade 1</th>
<th>Grade 2</th>
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</thead>
<tbody>
<tr>
<td><strong>ELA.10/SLA.10</strong></td>
<td><strong>ELA.11/SLA.11</strong> Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to do the following:</td>
<td><strong>ELA.11/SLA.11</strong> Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to do the following:</td>
</tr>
<tr>
<td><strong>ELA.K.10A</strong> Plan by generating ideas for writing through class discussions and drawings.</td>
<td><strong>SLA.K.10A</strong> Plan by generating ideas for writing through class discussions and drawings.</td>
<td><strong>ELA.1.11A</strong> Plan a first draft by generating ideas for writing such as by drawing and brainstorming. <strong>SLA.1.11A</strong> Plan a first draft by generating ideas for writing such as by drawing and brainstorming. <strong>ELA.2.11A</strong> Plan a first draft by generating ideas for writing such as by drawing and brainstorming. <strong>SLA.2.11A</strong> Plan a first draft by generating ideas for writing such as by drawing and brainstorming.</td>
</tr>
<tr>
<td><strong>ELA.K.10B</strong> Develop drafts in oral, pictorial, or written form by organizing ideas.</td>
<td><strong>SLA.K.10B</strong> Develop drafts in oral, pictorial, or written form by organizing ideas.</td>
<td><strong>SLA.1.11B.i</strong> Develop drafts in oral, pictorial, or written form by organizing with structure. <strong>SLA.1.11B.ii</strong> Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details. <strong>SLA.2.11B.i</strong> Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details. <strong>SLA.2.11B.ii</strong> Develop drafts into a focused piece of writing by developing an idea with specific and relevant details. <strong>ELA.2.11B.ii</strong> Develop drafts into a focused piece of writing by developing an idea with specific and relevant details. <strong>SLA.2.11B.ii</strong> Develop drafts into a focused piece of writing by developing an idea with specific and relevant details. <strong>ELA.2.11C</strong> Revise drafts by adding, deleting, or rearranging words, phrases, or sentences. <strong>SLA.2.11C</strong> Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.</td>
</tr>
<tr>
<td><strong>ELA.K.10C</strong> Revise drafts by adding details in pictures or words.</td>
<td><strong>SLA.K.10C</strong> Revise drafts by adding details in pictures or words.</td>
<td><strong>ELA.1.11C</strong> Revise drafts by adding details in pictures or words. <strong>SLA.1.11C</strong> Revise drafts by adding details in pictures or words. <strong>ELA.2.11C</strong> Revise drafts by adding, deleting, or rearranging words, phrases, or sentences. <strong>SLA.2.11C</strong> Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.</td>
</tr>
<tr>
<td><strong>ELA.K.10D/SLA.K.10D</strong> Edit drafts with adult assistance using standard English/Spanish conventions, including:</td>
<td><strong>ELA.11D/SLA11D</strong> Edit drafts using standard English/Spanish conventions, including:</td>
<td><strong>ELA.11D/SLA11D</strong> Edit drafts using standard English/Spanish conventions, including:</td>
</tr>
<tr>
<td><strong>ELA.1.11D.i</strong> Edit drafts with adult assistance using standard English conventions, including complete sentences.</td>
<td><strong>SLA.1.11D.i</strong> Edit drafts with adult assistance using standard Spanish conventions, including complete sentences.</td>
<td><strong>SLA.1.11D.i</strong> Edit drafts with adult assistance using standard English conventions, including complete sentences with subject-verb agreement. <strong>SLA.1.11D.ii</strong> Edit drafts with adult assistance using standard Spanish conventions, including past and present verb tense. <strong>SLA.1.11D.ii</strong> Edit drafts with adult assistance using standard Spanish conventions, including past and present verb tense, including the difference between ser and estar. <strong>SLA.1.11D.ii</strong> Edit drafts with adult assistance using standard English conventions, including past, present, and future verb tense, including the difference between ser and estar. <strong>ELA.2.11D.i</strong> Edit drafts with adult assistance using standard English conventions, including complete sentences with subject-verb agreement. <strong>ELA.2.11D.ii</strong> Edit drafts with adult assistance using standard Spanish conventions, including past and present verb tense. <strong>ELA.2.11D.ii</strong> Edit drafts with adult assistance using standard English conventions, including past, present, and future verb tense, including the difference between ser and estar. <strong>SLA.2.11D.i</strong> Edit drafts with adult assistance using standard Spanish conventions, including past, present, and future verb tense, including the difference between ser and estar. <strong>SLA.2.11D.ii</strong> Edit drafts with adult assistance using standard English conventions, including complete sentences with subject-verb agreement. <strong>SLA.2.11D.ii</strong> Edit drafts with adult assistance using standard Spanish conventions, including past, present, and future verb tense, including the difference between ser and estar.</td>
</tr>
</tbody>
</table>
## 2021-2022 Vertical Alignment Matrix

### English/Spanish Language Arts – Kindergarten-Grade 2

<table>
<thead>
<tr>
<th>Foundational Language Skills</th>
<th>Multiple Genres</th>
<th>Response Skills</th>
<th>Comprehension Skills</th>
<th>Author's Purpose and Craft</th>
<th>Inquiry and Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Global Graduate</strong></td>
<td>4. <strong>Multiple Genres</strong></td>
<td>3. <strong>Response Skills</strong></td>
<td>2. <strong>Comprehension Skills</strong></td>
<td>5. <strong>Author's Purpose and Craft</strong></td>
<td>7. <strong>Inquiry and Research</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ELA.K.10D.iii</strong></th>
<th><strong>Grade 1</strong></th>
<th><strong>Grade 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLA.K.10D.iii</strong></td>
<td><strong>Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.</strong></td>
<td><strong>SLA.K.10D.iii</strong></td>
</tr>
<tr>
<td><strong>SLA.K.10D.iv</strong></td>
<td><strong>Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.</strong></td>
<td><strong>ELA.K.10D.iii</strong></td>
</tr>
<tr>
<td><strong>ELA.1.11D.iii</strong></td>
<td><strong>Edit drafts with adult assistance using standard English conventions, including singular, plural, common, and proper nouns.</strong></td>
<td><strong>SLA.1.11D.iii</strong></td>
</tr>
<tr>
<td><strong>SLA.1.11D.iv</strong></td>
<td><strong>Edit drafts using standard English conventions, including adjectives, including articles.</strong></td>
<td><strong>SLA.1.11D.iv</strong></td>
</tr>
<tr>
<td><strong>ELA.1.11D.v</strong></td>
<td><strong>Edit drafts using standard English conventions, including adverbs that convey time.</strong></td>
<td><strong>SLA.1.11D.v</strong></td>
</tr>
<tr>
<td><strong>ELA.1.11D.vi</strong></td>
<td><strong>Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects and predicates.</strong></td>
<td><strong>SLA.1.11D.vi</strong></td>
</tr>
<tr>
<td><strong>ELA.1.11D.vii</strong></td>
<td><strong>Edit drafts using standard English conventions, including prepositions and prepositional phrases.</strong></td>
<td><strong>SLA.1.11D.vii</strong></td>
</tr>
<tr>
<td><strong>ELA.1.11D.viii</strong></td>
<td><strong>Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects and predicates.</strong></td>
<td><strong>SLA.1.11D.viii</strong></td>
</tr>
<tr>
<td><strong>ELA.2.11D.iii</strong></td>
<td><strong>Edit drafts with adult assistance using standard English conventions, including singular, plural, common, and proper nouns.</strong></td>
<td><strong>SLA.2.11D.iii</strong></td>
</tr>
<tr>
<td><strong>ELA.2.11D.iv</strong></td>
<td><strong>Edit drafts using standard English conventions, including adjectives, including articles.</strong></td>
<td><strong>SLA.2.11D.iv</strong></td>
</tr>
<tr>
<td><strong>ELA.2.11D.v</strong></td>
<td><strong>Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey place.</strong></td>
<td><strong>SLA.2.11D.v</strong></td>
</tr>
<tr>
<td><strong>ELA.2.11D.vi</strong></td>
<td><strong>Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects and predicates.</strong></td>
<td><strong>SLA.2.11D.vi</strong></td>
</tr>
<tr>
<td><strong>ELA.2.11D.vii</strong></td>
<td><strong>Edit drafts using standard English conventions, including prepositions and prepositional phrases.</strong></td>
<td><strong>SLA.2.11D.vii</strong></td>
</tr>
<tr>
<td><strong>ELA.2.11D.viii</strong></td>
<td><strong>Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects and predicates.</strong></td>
<td><strong>SLA.2.11D.viii</strong></td>
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### 2021-2022 Vertical Alignment Matrix
#### English/Spanish Language Arts – Kindergarten-Grade 2

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA.K.10D.vii</strong> Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.</td>
<td>SLA.K.10D.vii Edit drafts with adult assistance using standard Spanish conventions, including capitalization of the first letter in a sentence and name.</td>
<td>ELA.1.11D.vii Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun “I”.</td>
</tr>
<tr>
<td><strong>ELA.K.10D.viii</strong> Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.</td>
<td>SLA.K.10D.viii Edit drafts with adult assistance using standard Spanish conventions, including punctuation marks at the end of declarative sentences.</td>
<td>ELA.1.11D.x Edit drafts using standard English conventions, including correct punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences.</td>
</tr>
<tr>
<td><strong>ELA.K.10D.ix</strong> Edit drafts with adult assistance using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.</td>
<td>SLA.K.10D.ix Edit drafts with adult assistance using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</td>
<td>ELA.1.11D.x Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance.</td>
</tr>
<tr>
<td><strong>ELA.K.10E</strong> Share writing.</td>
<td>SLA.K.10E Share writing.</td>
<td>ELA.1.11E Publish and share writing.</td>
</tr>
<tr>
<td><strong>ELA.11/SLA.11 Composition</strong>: listening, speaking, reading, writing, and thinking using multiple texts—genres.</td>
<td></td>
<td><strong>ELA.12/SLA.12 Composition</strong>: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to do the following:</td>
</tr>
<tr>
<td><strong>ELA.K.11A</strong> Dictate or compose literary texts, including personal narratives.</td>
<td>SLA.K.11A Dictate or compose literary texts, including personal narratives.</td>
<td>SLA.1.12A Dictate or compose literary texts, including personal narratives and poetry.</td>
</tr>
<tr>
<td><strong>SLA.K.11B</strong> Dictate or compose informational texts.</td>
<td>SLA.K.11B Dictate or compose informational texts.</td>
<td>SLA.1.12B Dictate or compose informational texts, including procedural texts.</td>
</tr>
<tr>
<td></td>
<td><strong>ELA.1.12C</strong> Dictate or compose correspondence such as thank you notes or letters.</td>
<td><strong>SLA.1.12C</strong> Dictate or compose correspondence such as thank you notes or letters.</td>
</tr>
<tr>
<td><strong>SLA.1.11D.viii</strong> Edit drafts using standard Spanish conventions, including capitalization for the beginning of sentences.</td>
<td></td>
<td><strong>ELA.2.11D.x</strong> Edit drafts using standard English conventions, including capitalization of months, days of the week, and the salutation and conclusion of a letter.</td>
</tr>
<tr>
<td><strong>ELA.K.11E</strong> Publish and share writing.</td>
<td>SLA.1.11E Publish and share writing.</td>
<td><strong>ELA.2.11D.xi</strong> Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.</td>
</tr>
</tbody>
</table>

**GLOBAL GRADUATE**

1. Foundational Language Skills
2. Comprehension Skills
3. Response Skills
4. Multiple Genres
5. Author's Purpose and Craft
6. Composition
7. Inquiry and Research

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<table>
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<tr>
<th>Kindergarten</th>
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<th>Grade 2</th>
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<tbody>
<tr>
<td><strong>Strand 7: Inquiry and Research</strong></td>
<td><strong>ELA.12/SLA.12 Inquiry and Research:</strong> listening, speaking, reading, writing, and thinking using multiple texts.</td>
<td><strong>ELA.13. SLA.13 Inquiry and Research:</strong> listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to do the following:</td>
</tr>
<tr>
<td><strong>ELA.K.12A</strong> Generate questions for formal and informal inquiry with adult assistance.</td>
<td><strong>ELA.1.13A</strong> Generate questions for formal and informal inquiry with adult assistance.</td>
<td><strong>ELA.2.13A</strong> Generate questions for formal and informal inquiry with adult assistance.</td>
</tr>
<tr>
<td><strong>ELA.K.12B</strong> Develop and follow a research plan with adult assistance.</td>
<td><strong>ELA.1.13B</strong> Develop and follow a research plan with adult assistance.</td>
<td><strong>ELA.2.13B</strong> Develop and follow a research plan with adult assistance.</td>
</tr>
<tr>
<td><strong>SLA.K.12A</strong> Generate questions for formal and informal inquiry with adult assistance.</td>
<td><strong>SLA.1.13A</strong> Generate questions for formal and informal inquiry with adult assistance.</td>
<td><strong>SLA.2.13A</strong> Generate questions for formal and informal inquiry with adult assistance.</td>
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<td><strong>SLA.K.12B</strong> Develop and follow a research plan with adult assistance.</td>
<td><strong>SLA.1.13B</strong> Develop and follow a research plan with adult assistance.</td>
<td><strong>SLA.2.13B</strong> Develop and follow a research plan with adult assistance.</td>
</tr>
<tr>
<td><strong>ELA.K.12C</strong> Gather information from a variety of sources with adult assistance.</td>
<td><strong>ELA.1.13C</strong> Identify and gather relevant sources and information to answer the questions with adult assistance.</td>
<td><strong>ELA.2.13C</strong> Identify and gather relevant sources and information to answer the questions.</td>
</tr>
<tr>
<td><strong>SLA.K.12C</strong> Gather information from a variety of sources with adult assistance.</td>
<td><strong>SLA.1.13C</strong> Identify and gather relevant sources and information to answer the questions with adult assistance.</td>
<td><strong>SLA.2.13C</strong> Identify and gather relevant sources and information to answer the questions.</td>
</tr>
<tr>
<td><strong>ELA.K.12D</strong> Demonstrate understanding of information gathered with adult assistance.</td>
<td><strong>ELA.1.13D</strong> Demonstrate understanding of information gathered with adult assistance.</td>
<td><strong>ELA.2.13D</strong> Demonstrate understanding of information gathered.</td>
</tr>
<tr>
<td><strong>SLA.K.12D</strong> Demonstrate understanding of information gathered with adult assistance.</td>
<td><strong>SLA.1.13D</strong> Demonstrate understanding of information gathered with adult assistance.</td>
<td><strong>SLA.2.13D</strong> Demonstrate understanding of information gathered.</td>
</tr>
<tr>
<td><strong>ELA.K.12E</strong> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</td>
<td><strong>ELA.1.13E</strong> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</td>
<td><strong>ELA.2.13E</strong> Demonstrate understanding of information gathered.</td>
</tr>
<tr>
<td><strong>SLA.K.12E</strong> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</td>
<td><strong>SLA.1.13E</strong> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</td>
<td><strong>SLA.2.13E</strong> Demonstrate understanding of information gathered.</td>
</tr>
<tr>
<td><strong>ELA.1.13F</strong> Cite sources appropriately.</td>
<td><strong>ELA.2.13F</strong> Cite sources appropriately.</td>
<td><strong>ELA.2.13G</strong> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</td>
</tr>
<tr>
<td><strong>SLA.1.13F</strong> Cite sources appropriately.</td>
<td><strong>SLA.2.13G</strong> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</td>
<td><strong>SLA.2.13G</strong> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</td>
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