

Kindergarten		Grade 1		Grade 2	
ELA.2/SLA.2 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:					
ELA.K.2A.i Demonstrate phonological awareness by identifying and producing rhyming words.	SLA.K.2A.i Demonstrate phonological awareness by identifying and producing rhyming words.	ELA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.	SLA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.	ELA.2.2A.i Demonstrate phonological awareness by producing a series of rhyming words.	*N/E
ELA.K.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset 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 sounds.	ELA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound.	SLA.1.2A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sounds.		
ELA.K.2A.iii Demonstrate phonological awareness by identifying the individual words in a spoken sentence.	SLA.K.2A.iii Demonstrate phonological awareness by identifying the individual words in a spoken sentence.				
ELA.K.2A.iv Demonstrate phonological awareness by identifying syllables in spoken words.	SLA.K.2A.iv Demonstrate phonological awareness by identifying syllables in spoken words.	ELA.1.2A.iii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words.	*N/E	ELA.2.2A.ii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multisyllable words.	*N/E
		*N/E	SLA.1.2A.iv Demonstrate phonological awareness by segmenting spoken words into individual syllables.		
ELA.K.2A.v Demonstrate phonological awareness by blending syllables to form multisyllabic words.	SLA.K.2A.v Demonstrate phonological awareness by blending syllables to form multisyllabic words.				
ELA.K.2A.vi Demonstrate phonological awareness by segmenting multisyllabic words into syllables.	SLA.K.2A.vi Demonstrate phonological awareness by segmenting multisyllabic words into syllables.				

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ELA.K.2A.vii Demonstrate phonological awareness by blending spoken onsets and rimes to form simple words.	SLA.K.2A.vii Demonstrate phonological awareness by identifying initial and final sounds in simple words.	ELA.1.2A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.	SLA.1.2A.iii Demonstrate phonological awareness by recognizing the change in spoken word when a specified syllable is added, changed, or removed.	ELA.2.2A.iii Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.	*N/E
ELA.K.2A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words .	SLA.K.2A.viii Demonstrate phonological awareness by blending spoken phonemes to form syllables .	ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends .	SLA.1.2A.v Demonstrate phonological awareness by blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words .		
ELA.K.2A.ix Demonstrate phonological awareness by manipulating syllables within a multisyllabic word.	SLA.K.2A.ix Demonstrate phonological awareness by manipulating syllables within a multisyllabic word.	ELA.1.2A.vi Demonstrate phonological awareness by manipulating phonemes within base words.	SLA.1.2A.vii Demonstrate phonological awareness by manipulating syllables within words.	ELA.2.2A.iv Demonstrate phonological awareness by manipulating phonemes within base words.	*N/E
ELA.K.2A.x Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes.	*N/E	ELA.1.2A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends .	SLA.1.2A.vi Demonstrate phonological awareness by segmenting spoken words into syllables, including words with sílabas trabadas .		
ELA.2B/SLA.2B Demonstrate and apply phonetic knowledge by doing the following:					SLA.2A Demonstrate and apply phonetic knowledge by doing the following:
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	ELA.2.2B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.	*N/E
		*N/E	SLA.1.2B.i Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.		

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<p>ELA.K.2B.ii Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.</p>	<p>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, CVCV, CCVCV, and CVCCV.</p>	<p>ELA.1.2B.ii Demonstrate and apply phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs.</p>	<p>SLA.1.2B.ii Demonstrate and apply phonetic knowledge by decoding words with sílabas 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.</p>	<p>ELA.2.2B.ii Demonstrate and apply phonetic knowledge by decoding words with silent letters such as knife and gnat.</p>	*N/E
				*N/E	<p>SLA.2.2A.ii Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.</p>
<p>ELA.K.2B.iii 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.</p>	<p>SLA.K.2B.iv Demonstrate and apply phonetic knowledge by recognizing that new words are created when syllables are changed, added, or deleted.</p>	<p>ELA.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.</p>	<p>SLA.1.2B.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs such as /ai/, /au/, and /ei/.</p>	<p>ELA.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.</p>	<p>SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words.</p>
				*N/E	<p>SLA.2.2A.iv Demonstrate and apply phonetic knowledge by decoding words with diphthongs and hiatus.</p>
*N/E	<p>SLA.K.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/.</p>	*N/E	<p>SLA.1.2B.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p>	*N/E	<p>SLA.2.2A.iii Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.</p>

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		ELA.1.2B.iv Demonstrate and apply phonetic knowledge by using knowledge of base words to decode common compound words and contractions .	SLA.1.2B.vii Demonstrate and apply phonetic knowledge by using knowledge of base words to decode common compound words.	ELA.2.2B.iv Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations.	SLA.2.2A.v Demonstrate and apply phonetic knowledge by decoding common abbreviations.
		*N/E	SLA.1.2B.v Demonstrate and apply phonetic knowledge by decoding contractions such as al and del .		
				ELA.2.2B.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV .	*N/E
		ELA.1.2B.v Demonstrate and apply phonetic knowledge by decoding words with inflectional endings, including -ed, -s, and -es .	*N/E	ELA.2.2B.vi 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 .	SLA.2.2A.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.
ELA.K.2B.iv Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.	*N/E	ELA.1.2B.vi Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list.	*N/E	ELA.2.2B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.	*N/E
		*N/E	SLA.1.2B.vi Demonstrate and apply phonetic knowledge by decoding three- to four-syllable words.		
		*N/E	SLA.1.2B.viii Demonstrate and apply phonetic knowledge by decoding words with common prefixes and suffixes.		



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ELA.2C/SLA.2C Demonstrate and apply spelling knowledge by doing the following:					SLA.2B Demonstrate and apply spelling knowledge by doing the following:
ELA.K.2C.i Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC .	SLA.K.2C.ii Demonstrate and apply spelling knowledge by spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV .	ELA.1.2C.i Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.	*N/E	ELA.2.2C.i 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.	*N/E
		*N/E	SLA.1.2C.ii Demonstrate and apply spelling knowledge by spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV.		
		ELA.1.2C.ii Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs .	SLA.1.2C.iii 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/ .	ELA.2.2C.ii Demonstrate and apply spelling knowledge by spelling words with silent letters such as knife and gnat.	*N/E
				ELA.2.2C.iii Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.	SLA.2.2B.iii Demonstrate and apply spelling knowledge by spelling common abbreviations.
ELA.K.2C.ii Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns .	SLA.K.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations .	ELA.1.2C.iii Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns .	SLA.1.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations .	ELA.2.2C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns .	SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words.
				ELA.2.2C.v 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.	*N/E



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ELA.K.2C.iii Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.	*N/E	ELA.1.2C.iv Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.	*N/E	ELA.2.2C.vi Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.	SLA.2.2B.iv Demonstrate and apply spelling knowledge by spelling words with prefixes and suffixes.
		*N/E	SLA.1.2C.vii Demonstrate and apply spelling knowledge by spelling words with common prefixes and suffixes.		
		*N/E	SLA.1.2C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-.	*N/E	SLA.2.2B.v Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.
		*N/E	SLA.1.2C.v Demonstrate and apply spelling knowledge by spelling contractions such as al and del.		
		*N/E	SLA.1.2C.vi Demonstrate and apply spelling knowledge by spelling words with diphthongs such as /ai/, /au/, and /ie/as in quie- ro, na-die, and ra-dio and hiatus such as le-er and ri- o.	*N/E	SLA.2.2B.ii Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.
ELA.K.2D/SLA.K.2D Demonstrate print awareness by doing the following:		ELA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide.	SLA.1.2D Demonstrate print awareness by identifying the information that different parts of a book provide		
ELA.K.2D.i Demonstrate print awareness by identifying the front cover, back cover, and title page of a book.	SLA.K.2D.i Demonstrate print awareness by identifying the front cover, back cover, and title page of a book.				

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ELA.K.2D.ii 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.	SLA.K.2D.ii 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.				
ELA.K.2D.iii Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.	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.	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.	SLA.K.2D.v Demonstrate print awareness by identifying all uppercase and lowercase letters.				
		ELA.1.2E Alphabetize a series of words to the first or second letter and use a dictionary to find words.	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.	SLA.2.2C Alphabetize a series of words and use a dictionary or glossary to find words.
ELA.K.2E Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	SLA.K.2E Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	ELA.1.2F Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.	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.	SLA.2.2D Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.
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.K.3A Use a resource such as a picture dictionary or digital resource to find words.	SLA.K.3A Use a resource such as a picture dictionary or digital resource to find words.	ELA.1.3A Use a resource such as a picture dictionary or digital resource to find words.	SLA.1.3A Use a resource such as a picture dictionary or digital resource to find words.	ELA.2.3A Use print or digital resources to determine meaning and pronunciation of unknown words.	SLA.2.3A Use print or digital resources to determine meaning and pronunciation of unknown words.



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ELA.K.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.	SLA.K.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.	ELA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.	SLA.1.3B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.	ELA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.	SLA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.
		ELA.1.3C Identify the meaning of words with the affixes -s, -ed, and -ing.	SLA.1.3C Identify the meaning of words with affixes, including -s, -es, and -or.	ELA.2.3C Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.	SLA.2.3C Use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words.
ELA.K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	SLA.K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	ELA.1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.	SLA.1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.	ELA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	SLA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.
				*N/E	SLA.2.3E Differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.
		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.			
ELA.4/SLA.4 Developing and Sustaining Foundational Language Skills: listening, speaking, reading, writing, and thinking— self-sustained reading .		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.			
ELA.K.4A Self-select text and interact independently with text for increasing periods of time.	SLA.K.4A Self-select text and interact independently with text for increasing periods of time.	ELA.1.5A Self-select text and interact independently with text for increasing periods of time.	SLA.1.5A Self-select text and interact independently with text for increasing periods of time.	ELA.2.5A Self-select text and interact independently with text for a sustained period of time.	SLA.2.5A Self-select text and interact independently with text for a sustained period of time.



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Strand 2: Comprehension Skills					
ELA.5/SLA.5 Comprehension Skills: listening, speaking, reading, writing, and thinking using multiple texts.		ELA.6/SLA.6 Comprehension Skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to do the following:			
ELA.K.5A Establish purpose for reading assigned and self-selected texts with adult assistance.	SLA.K.5A Establish purpose for reading assigned and self-selected texts with adult assistance.	ELA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.	SLA.1.6A Establish purpose for reading assigned and self-selected texts with adult assistance.	ELA.2.6A Establish purpose for reading assigned and self-selected texts.	SLA.2.6A Establish purpose for reading assigned and self-selected texts.
ELA.K.5B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.	SLA.K.5B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.	ELA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.	SLA.1.6B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.	ELA.2.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.	SLA.2.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.
ELA.K.5C Make and confirm predictions using text features and structures with adult assistance.	SLA.K.5C Make and confirm predictions using text features and structures with adult assistance.	ELA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.	SLA.1.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.	ELA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.	SLA.2.6C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
ELA.K.5D Create mental images to deepen understanding with adult assistance.	SLA.K.5D Create mental images to deepen understanding with adult assistance.	ELA.1.6D Create mental images to deepen understanding with adult assistance.	SLA.1.6D Create mental images to deepen understanding with adult assistance.	ELA.2.6D Create mental images to deepen understanding.	SLA.2.6D Create mental images to deepen understanding.
ELA.K.5E Make connections to personal experiences, ideas in other texts, and society with adult assistance.	SLA.K.5E Make connections to personal experiences, ideas in other texts, and society with adult assistance.	ELA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.	SLA.1.6E Make connections to personal experiences, ideas in other texts, and society with adult assistance.	ELA.2.6E Make connections to personal experiences, ideas in other texts, and society.	SLA.2.6E Make connections to personal experiences, ideas in other texts, and society.
ELA.K.5F Make inferences and use evidence to support understanding with adult assistance.	SLA.K.5F Make inferences and use evidence to support understanding with adult assistance.	ELA.1.6F Make inferences and use evidence to support understanding with adult assistance.	SLA.1.6F Make inferences and use evidence to support understanding with adult assistance.	ELA.2.6F Make inferences and use evidence to support understanding.	SLA.2.6F Make inferences and use evidence to support understanding.
ELA.K.5G Evaluate details to determine what is most important with adult assistance.	SLA.K.5G Evaluate details to determine what is most important with adult assistance.	ELA.1.6G Evaluate details to determine what is most important with adult assistance.	SLA.1.6G Evaluate details to determine what is most important with adult assistance.	ELA.2.6G Evaluate details read to determine key ideas.	SLA.2.6G Evaluate details read to determine key ideas.to determine key ideas.
ELA.K.5H Synthesize information to create new understanding with adult assistance.	SLA.K.5H Synthesize information to create new understanding with adult assistance.	ELA.1.6H Synthesize information to create new understanding with adult assistance.	SLA.1.6H Synthesize information to create new understanding with adult assistance.	ELA.2.6H Synthesize information to create new understanding.	SLA.2.6H Synthesize information to create new understanding.



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ELA.K.5I 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.	SLA.K.5I 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.	ELA.1.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	SLA.1.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	ELA.2.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	SLA.2.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.



Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Vertical Alignment Matrix

English/Spanish Language Arts – Kindergarten-Grade 2

Kindergarten		Grade 1		Grade 2	
Strand 3: Response Skills					
ELA.6/SLA.6 Response Skills: listening, speaking, reading, writing, and thinking using multiple texts.		ELA.7/SLA.7 Response Skills: 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:			
ELA.K.6A Describe personal connections to a variety of sources.	SLA.K.6A Describe personal connections to a variety of sources.	ELA.1.7A Describe personal connections to a variety of sources.	SLA.1.7A Describe personal connections to a variety of sources.	ELA.2.7A Describe personal connections to a variety of sources.	SLA.2.7A Describe personal connections to a variety of sources.
ELA.K.6B Provide an oral, pictorial, or written response to a text.	SLA.K.6B Provide an oral, pictorial, or written response to a text.	ELA.1.7B Write brief comments on literary or informational texts.	SLA.1.7B Write brief comments on literary or informational texts.	ELA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.	SLA.2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text.
ELA.K.6C Use text evidence to support an appropriate response.	SLA.K.6C Use text evidence to support an appropriate response.	ELA.1.7C Use text evidence to support an appropriate response.	SLA.1.7C Use text evidence to support an appropriate response.	ELA.2.7C Use text evidence to support an appropriate response.	SLA.2.7C Use text evidence to support an appropriate response.
ELA.K.6D Retell texts in ways that maintain meaning.	SLA.K.6D Retell texts in ways that maintain meaning.	ELA.1.7D Retell texts in ways that maintain meaning.	SLA.1.7D Retell texts in ways that maintain meaning.	ELA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.	SLA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.
ELA.K.6E Interact with sources in meaningful ways such as illustrating or writing.	SLA.K.6E Interact with sources in meaningful ways such as illustrating or writing.	ELA.1.7E Interact with sources in meaningful ways such as illustrating or writing.	SLA.1.7E Interact with sources in meaningful ways such as illustrating or writing.	ELA.2.7E Interact with sources in meaningful ways such as illustrating or writing.	SLA.2.7E Interact with sources in meaningful ways such as illustrating or writing.
ELA.K.6F Respond using newly acquired vocabulary as appropriate.	SLA.K.6F Respond using newly acquired vocabulary as appropriate.	ELA.1.7F Respond using newly acquired vocabulary as appropriate.	SLA.1.7F Respond using newly acquired vocabulary as appropriate.	ELA.2.7F Respond using newly acquired vocabulary as appropriate.	SLA.2.7F Respond using newly acquired vocabulary as appropriate.

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

Kindergarten		Grade 1		Grade 2	
Strand 4: Multiple Genres					
ELA.7/SLA.7 Multiple Genres: listening, speaking, reading, writing, and thinking using multiple texts— literary elements .		ELA.8/SLA.8 Multiple Genres: listening, speaking, reading, writing, and thinking using multiple texts— literary elements . The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to do the following:			
ELA.K.7A Discuss topics and determine the basic theme using text evidence with adult assistance.	SLA.K.7A Discuss topics and determine the basic theme using text evidence with adult assistance.	ELA.1.8A Discuss topics and determine theme using text evidence with adult assistance.	SLA.1.8A Discuss topics and determine theme using text evidence with adult assistance.	ELA.2.8A Discuss topics and determine theme using text evidence with adult assistance.	SLA.2.8A Discuss topics and determine theme using text evidence with adult assistance.
ELA.K.7B Identify and describe the main character(s).	SLA.K.7B Identify and describe the main character(s).	ELA.1.8B Describe the main character(s) and the reason(s) for their actions.	SLA.1.8B Describe the main character(s) and the reason(s) for their actions.	ELA.2.8B Describe the main character's (characters') internal and external traits.	SLA.2.8B Describe the main character's (characters') internal and external traits.
ELA.K.7C Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.	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.	ELA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.	SLA.1.8C Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.	ELA.2.8C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.	SLA.2.8C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
ELA.K.7D Describe the setting.	SLA.K.7D Describe the setting.	ELA.1.8D Describe the setting.	SLA.1.8D Describe the setting.	ELA.2.8D Describe the importance of the setting.	SLA.2.8D Describe the importance of the setting.
ELA.8/SLA.8 Multiple Genres: listening, speaking, reading, writing, and thinking using multiple texts— genres .		ELA.9/SLA.9 Multiple Genres: listening, speaking, reading, writing, and thinking using multiple texts— genres . The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to do the following:			
ELA.K.8A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy-tales, and nursery rhymes.	SLA.K.8A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy-tales, and nursery rhymes.	ELA.1.9A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy-tales, and nursery rhymes.	SLA.1.9A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy-tales, and nursery rhymes.	ELA.2.9A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy-tales.	SLA.2.9A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy-tales.
ELA.K.8B Discuss rhyme and rhythm in nursery rhymes and a variety of poems.	SLA.K.8B Discuss rhyme and rhythm in nursery rhymes and a variety of poems.	ELA.1.9B Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.	SLA.1.9B Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.	ELA.2.9B Explain visual patterns and structures in a variety of poems.	SLA.2.9B Explain visual patterns and structures in a variety of poems.
ELA.K.8C Discuss main characters in drama.	SLA.K.8C Discuss main characters in drama.	ELA.1.9C Discuss elements of drama such as characters and setting.	SLA.1.9C Discuss elements of drama such as characters and setting.	ELA.2.9C Discuss elements of drama such as characters, dialogue, and setting.	SLA.2.9C Discuss elements of drama such as characters, dialogue, and setting.



Kindergarten		Grade 1		Grade 2	
ELA.8D/SLA.8D Recognize characteristics and structures of informational text, including:					
ELA.K.8D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.	SLA.K.8D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.	ELA.1.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.	SLA.1.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.	ELA.2.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.	SLA.2.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.
ELA.K.8D.ii Recognize characteristics and structures of informational text, including titles and simple graphics to gain information.	SLA.K.8D.ii Recognize characteristics and structures of informational text, including titles and simple graphics to gain information.	ELA.1.9D.ii Recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information.	SLA.1.9D.ii Recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information.	ELA.2.9D.ii Recognize characteristics and structures of informational text, including features and graphics to locate and gain information.	SLA.2.9D.ii Recognize characteristics and structures of informational text, including features and graphics to locate and gain information.
ELA.K.8D.iii Recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance.	SLA.K.8D.iii Recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance.	ELA.1.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance.	SLA.1.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance.	ELA.2.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.	SLA.2.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.
ELA.K.8E Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.	SLA.K.8E Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.	ELA.1.9E Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.	SLA.1.9E Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.	ELA.2.9E/SLA2.9E Recognize characteristics of persuasive text, including:	
				ELA.2.9E.i Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do.	SLA.2.9E.i Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do.
				ELA.2.9E.ii Recognize characteristics of persuasive text, including distinguishing facts from opinion.	SLA.2.9E.ii Recognize characteristics of persuasive text, including distinguishing facts from opinion.
ELA.K.8F Recognize characteristics of multimodal and digital texts.	SLA.K.8F Recognize characteristics of multimodal and digital texts.	ELA.1.9F Recognize characteristics of multimodal and digital texts.	SLA.1.9F Recognize characteristics of multimodal and digital texts.	ELA.2.9F Recognize characteristics of multimodal and digital texts.	SLA.2.9F Recognize characteristics of multimodal and digital texts.



Kindergarten		Grade 1		Grade 2	
Strand 5: Author's Purpose and Craft					
ELA.9/SLA.9 Author's Purpose and Craft: listening, speaking, reading, writing, and thinking using multiple texts.		ELA.10/SLA.10 Author's Purpose and Craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to do the following:			
ELA.K.9A Discuss with adult assistance the author's purpose for writing text.	SLA.K.9A Discuss with adult assistance the author's purpose for writing text.	ELA.1.10A Discuss the author's purpose for writing text.	SLA.1.10A Discuss the author's purpose for writing text.	ELA.2.10A Discuss the author's purpose for writing text.	SLA.2.10A Discuss the author's purpose for writing text.
ELA.K.9B Discuss with adult assistance how the use of text structure contributes to the author's purpose.	SLA.K.9B Discuss with adult assistance how the use of text structure contributes to the author's purpose.	ELA.1.10B Discuss how the use of text structure contributes to the author's purpose.	SLA.1.10B Discuss how the use of text structure contributes to the author's purpose.	ELA.2.10B Discuss how the use of text structure contributes to the author's purpose.	SLA.2.10B Discuss how the use of text structure contributes to the author's purpose.
ELA.K.9C Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.	SLA.K.9C Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.	ELA.1.10C Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.	SLA.1.10C Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.	ELA.2.10C Discuss the author's use of print and graphic features to achieve specific purposes.	SLA.2.10C Discuss the author's use of print and graphic features to achieve specific purposes.
ELA.K.9D Discuss with adult assistance how the author uses words that help the reader visualize.	SLA.K.9D Discuss with adult assistance how the author uses words that help the reader visualize.	ELA.1.10D Discuss how the author uses words that help the reader visualize.	SLA.1.10D Discuss how the author uses words that help the reader visualize.	ELA.2.10D Discuss the use of descriptive, literal, and figurative language.	SLA.2.10D Discuss the use of descriptive, literal, and figurative language.
ELA.K.9E Listen to and experience first- and third-person texts.	SLA.K.9E Listen to and experience first- and third-person texts.	ELA.1.10E Listen to and experience first- and third-person texts.	SLA.1.10E Listen to and experience first- and third-person texts.	ELA.2.10E Identify the use of first or third person in a text.	SLA.2.10E Identify the use of first or third person in a text.
				ELA.2.10F Identify and explain the use of repetition.	SLA.2.10F Identify and explain the use of repetition.



Kindergarten		Grade 1		Grade 2	
Strand 6: Composition					
ELA.10/SLA.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts— writing process .		ELA.11/SLA.11 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:			
ELA.K.10A Plan by generating ideas for writing through class discussions and drawings.	SLA.K.10A Plan by generating ideas for writing through class discussions and drawings.	ELA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming.	SLA.1.11A Plan a first draft by generating ideas for writing such as by drawing and brainstorming.	ELA.2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming.	SLA.2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming.
ELA.K.10B Develop drafts in oral, pictorial, or written form by organizing ideas.	SLA.K.10B Develop drafts in oral, pictorial, or written form by organizing ideas.	ELA.1.11B/SLA1.11 Develop drafts in oral, pictorial, or written form by:		ELA.2.11B/SLA 2.11B Develop drafts into a focused piece of writing by:	
		ELA.1.11B.i Develop drafts in oral, pictorial, or written form by organizing with structure.	SLA.1.11B.i Develop drafts in oral, pictorial, or written form by organizing with structure.	ELA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure.	SLA.2.11B.i Develop drafts into a focused piece of writing by organizing with structure.
		ELA.1.11B.ii Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details.	SLA.1.11B.ii Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details.	ELA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.	SLA.2.11B.ii Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.
ELA.K.10C Revise drafts by adding details in pictures or words.	SLA.K.10C Revise drafts by adding details in pictures or words.	ELA.1.11C Revise drafts by adding details in pictures or words.	SLA.1.11C Revise drafts by adding details in pictures or words.	ELA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.	SLA.2.11C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.
ELA.K.10D/SLA.K.10D Edit drafts with adult assistance using standard English/Spanish conventions, including:		ELA.11D/SLA11D Edit drafts using standard English/Spanish conventions, including:			
ELA.K.10D.i Edit drafts with adult assistance using standard English conventions, including complete sentences.	SLA.K.10D.i Edit drafts with adult assistance using standard Spanish conventions, including complete sentences.	ELA.1.11D.i Edit drafts with adult assistance using standard English conventions, including complete sentences with subject-verb agreement.	SLA.1.11D.i Edit drafts with adult assistance using standard Spanish conventions, including complete sentences with subject-verb agreement.	ELA.2.11D.i Edit drafts with adult assistance using standard English conventions, including complete sentences with subject-verb agreement.	SLA.2.11D.i Edit drafts with adult assistance using standard Spanish conventions, including complete sentences with subject-verb agreement.
ELA.K.10D.ii Edit drafts with adult assistance using standard English conventions, including verbs.	SLA.K.10D.ii Edit drafts with adult assistance using standard Spanish conventions, including verbs, including the difference between ser and estar.	ELA.1.11D.ii Edit drafts with adult assistance using standard English conventions, including past and present verb tense.	SLA.1.11D.ii Edit drafts with adult assistance using standard Spanish conventions, including past and present verb tense, including the difference between ser and estar.	ELA.2.11D.ii Edit drafts with adult assistance using standard English conventions, including past, present, and future verb tense.	SLA.2.11D.ii Edit drafts with adult assistance using standard Spanish conventions, including past, present, and future verb tense, including the difference between ser and estar.



Kindergarten		Grade 1		Grade 2	
ELA.K.10D.iii Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.	SLA.K.10D.iii Edit drafts with adult assistance using standard Spanish conventions, including singular and plural nouns, including gender-specific articles.	ELA.1.11D.iii Edit drafts with adult assistance using standard English conventions, including singular, plural, common, and proper nouns.	SLA.1.11D.iii Edit drafts with adult assistance using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles.	ELA.2.11D.iii Edit drafts with adult assistance using standard English conventions, including singular, plural, common, and proper nouns.	SLA.2.11D.iii Edit drafts with adult assistance using standard Spanish conventions, including singular, plural, common, and proper nouns, including gender-specific articles.
ELA.K.10D.iv Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.	SLA.K.10D.iv Edit drafts with adult assistance using standard Spanish conventions, including adjectives, including articles.	ELA.1.11D.iv Edit drafts using standard English conventions, including adjectives, including articles.	SLA.1.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including articles.	ELA.2.11D.iv Edit drafts using standard English conventions, including adjectives, including articles.	SLA.2.11D.iv Edit drafts using standard Spanish conventions, including adjectives, including articles.
		ELA.1.11D.v Edit drafts using standard English conventions, including adverbs that convey time.	SLA.1.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey time.	ELA.2.11D.v Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey place.	SLA.2.11D.v Edit drafts using standard Spanish conventions, including adverbs that convey time and adverbs that convey place.
ELA.K.10D.v Edit drafts with adult assistance using standard English conventions, including prepositions.	SLA.K.10D.v Edit drafts with adult assistance using standard Spanish conventions, including prepositions.	ELA.1.11D.vi Edit drafts using standard English conventions, including prepositions.	SLA.1.11D.vi Edit drafts using standard Spanish conventions, including prepositions.	ELA.2.11D.vi Edit drafts using standard English conventions, including prepositions and prepositional phrases.	SLA.2.11D.vi Edit drafts using standard Spanish conventions, including prepositions and prepositional phrases.
ELA.K.10D.vi Edit drafts with adult assistance using standard English conventions, including pronouns, including subjective, objective, and possessive cases.	SLA.K.10D.vi Edit drafts with adult assistance using standard Spanish conventions, including pronouns, including personal, and the difference in the use of formal pronoun usted and informal pronoun tú.	ELA.1.11D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.	SLA.1.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including the use of personal and possessive pronouns, and the difference in the use of formal pronoun usted and informal pronoun tú.	ELA.2.11D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.	SLA.2.11D.vii Edit drafts using standard Spanish conventions, including pronouns, including personal, possessive, and objective, and the difference in the use of formal pronoun usted and informal pronoun tú.
				ELA.2.11D.viii Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects and predicates.	SLA.2.11D.viii Edit drafts using standard Spanish conventions, including coordinating conjunctions to form compound subjects and predicates.

Kindergarten		Grade 1		Grade 2	
ELA.K.10D.vii Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.	SLA.K.10D.vii Edit drafts with adult assistance using standard Spanish conventions, including capitalization of the first letter in a sentence and name.	ELA.1.11D.viii Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun “I” .	SLA.1.11D.viii Edit drafts using standard Spanish conventions, including capitalization for the beginning of sentences.	ELA.2.11D.ix Edit drafts using standard English conventions, including capitalization of months, days of the week, and the salutation and conclusion of a letter.	SLA.2.11D.ix Edit drafts using standard Spanish conventions, including capitalization of proper nouns and the salutation and closing of a letter.
ELA.K.10D.viii Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.	SLA.K.10D.viii Edit drafts with adult assistance using standard Spanish conventions, including punctuation marks at the end of declarative sentences.	ELA.1.11D.ix Edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.	SLA.1.11D.ix Edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences and at the beginning and end of exclamatory and interrogative sentences .	ELA.2.11D.x Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates .	SLA.2.11D.x Edit drafts using standard Spanish conventions, including punctuation marks at the end of declarative sentences and the beginning and end of exclamatory and interrogative sentences .
ELA.K.10D.ix 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 .	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.	ELA.1.11D.x Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.	SLA.1.11D.x Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules with adult assistance.	ELA.2.11D.xi Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words .	SLA.2.11D.xi Edit drafts using standard Spanish conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.
ELA.K.10E Share writing.	SLA.K.10E Share writing.	ELA.1.11E Publish and share writing.	SLA.1.11E Publish and share writing.	ELA.2.11E Publish and share writing.	SLA.2.11E Publish and share writing.
ELA.11/SLA.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts— genres .		ELA.12/SLA.12 Composition: 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:			
ELA.K.11A Dictate or compose literary texts, including personal narratives.	SLA.K.11A Dictate or compose literary texts, including personal narratives.	ELA.1.12A Dictate or compose literary texts, including personal narratives and poetry.	SLA.1.12A Dictate or compose literary texts, including personal narratives and poetry.	ELA.2.12A Compose literary texts, including personal narratives and poetry.	SLA.2.12A Compose literary texts, including personal narratives and poetry.
ELA.K.11B Dictate or compose informational texts.	SLA.K.11B Dictate or compose informational texts.	ELA.1.12B Dictate or compose informational texts, including procedural texts.	SLA.1.12B Dictate or compose informational texts, including procedural texts.	ELA.2.12B Compose informational texts, including procedural texts and reports.	SLA.2.12B Compose informational texts, including procedural texts and reports.
		ELA.1.12C Dictate or compose correspondence such as thank you notes or letters.	SLA.1.12C Dictate or compose correspondence such as thank you notes or letters.	ELA.2.12C Compose correspondence such as thank you notes or letters.	SLA.2.12C Compose correspondence such as thank you notes or letters.



Kindergarten		Grade 1		Grade 2	
Strand 7: Inquiry and Research					
ELA.12/SLA.12 Inquiry and Research: listening, speaking, reading, writing, and thinking using multiple texts.		ELA.13. SLA.13 Inquiry and Research: 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:			
ELA.K.12A Generate questions for formal and informal inquiry with adult assistance.	SLA.K.12A Generate questions for formal and informal inquiry with adult assistance.	ELA.1.13A Generate questions for formal and informal inquiry with adult assistance.	SLA.1.13A Generate questions for formal and informal inquiry with adult assistance.	ELA.2.13A Generate questions for formal and informal inquiry with adult assistance.	SLA.2.13A Generate questions for formal and informal inquiry with adult assistance.
ELA.K.12B Develop and follow a research plan with adult assistance.	SLA.K.12B Develop and follow a research plan with adult assistance.	ELA.1.13B Develop and follow a research plan with adult assistance.	SLA.1.13B Develop and follow a research plan with adult assistance.	ELA.2.13B Develop and follow a research plan with adult assistance.	SLA.2.13B Develop and follow a research plan with adult assistance.
ELA.K.12C Gather information from a variety of sources with adult assistance.	SLA.K.12C Gather information from a variety of sources with adult assistance.	ELA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance.	SLA.1.13C Identify and gather relevant sources and information to answer the questions with adult assistance.	ELA.2.13C Identify and gather relevant sources and information to answer the questions.	SLA.2.13C Identify and gather relevant sources and information to answer the questions.
				ELA.2.13D Identify primary and secondary sources.	SLA.2.13D Identify primary and secondary sources.
ELA.K.12D Demonstrate understanding of information gathered with adult assistance.	SLA.K.12D Demonstrate understanding of information gathered with adult assistance.	ELA.1.13D Demonstrate understanding of information gathered with adult assistance.	SLA.1.13D Demonstrate understanding of information gathered with adult assistance.	ELA.2.13E Demonstrate understanding of information gathered.	SLA.2.13E Demonstrate understanding of information gathered.
				ELA.2.13F Cite sources appropriately.	SLA.2.13F Cite sources appropriately.
ELA.K.12E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	SLA.K.12E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	ELA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	SLA.1.13E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	ELA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	SLA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

