

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 1: Foundational Language Skills						
ELA.1 Developing and Sustaining Foundational Language Skills: listening, speaking, discussion, and thinking— oral language . The student develops oral language through listening, speaking, and discussion. The student is expected to do the following:						
<p>II.A.1 Child shows understanding by responding appropriately.</p> <p>II.B.2 Child engages in conversations in appropriate ways.</p> <p>II.B.3 Child provides appropriate information for various situations.</p> <p>II.E.3 Child uses sentences with more than one phrase.</p>	<p>ELA.K.1A Listen actively and ask questions to understand information and answer questions using multi-word responses.</p>	<p>ELA.1.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.</p>	<p>ELA.2.1A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.</p>	<p>ELA.3.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p>	<p>ELA.4.1A Listen actively, ask relevant questions to clarify information, and make pertinent comments.</p>	<p>ELA.5.1A Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments.</p>
<p>I.B.1.a Child follows classroom rules and routines with occasional reminders from teacher.</p> <p>II.A.2 Child shows understanding by following one to two-step oral directions and usually follows three-step directions.</p>	<p>ELA.K.1B Restate and follow oral directions that involve a short, related sequence of actions.</p>	<p>ELA.1.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions.</p>	<p>ELA.2.1B Follow, restate, and give oral instructions that involve a short, related sequence of actions.</p>	<p>ELA.3.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p>	<p>ELA.4.1B Follow, restate, and give oral instructions that involve a series of related sequences of action.</p>	<p>ELA.5.1B Follow, restate, and give oral instructions that include multiple action steps.</p>
<p>II.C.1 Child’s speech is understood by both the teacher and other adults in the school.</p> <p>II.E.5 Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.</p>	<p>ELA.K.1C Share information and ideas by speaking audibly and clearly using the conventions of language.</p>	<p>ELA.1.1C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.</p>	<p>ELA.2.1C Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.</p>	<p>ELA.3.1C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.</p>	<p>ELA.4.1C Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.</p>	<p>ELA.5.1C Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p>



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<p>I.C.4 Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.</p> <p>II.B.4 Child demonstrates knowledge of verbal conversational rules.</p>	<p>ELA.K.1D Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.</p>	<p>ELA.1.1D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p>	<p>ELA.2.1D 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.</p>	<p>ELA.3.1D Work collaboratively with others by following agreed-upon rules, norms, and protocols.</p>	<p>ELA.4.1D Work collaboratively with others to develop a plan of shared responsibilities.</p>	<p>ELA.5.1D Work collaboratively with others to develop a plan of shared responsibilities.</p>
<p>I.B.2.b Child can communicate basic emotions/feelings.</p> <p>II.B.2 Child engages in conversations in appropriate ways.</p> <p>II.B.4 Child demonstrates knowledge of verbal conversational rules.</p> <p>II.B.6 Child matches language to social contexts.</p> <p>II.B.5 Child demonstrates knowledge of nonverbal conversational rules.</p>	<p>ELA.K.1E Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p>	<p>ELA.1.1E Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p>	<p>ELA.2.1E Develop social communication such as distinguishing between asking and telling.</p>	<p>ELA.3.1E Develop social communication such as conversing politely in all situations.</p>		
<p>ELA.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:</p>						
	ELA.2A Demonstrate phonological awareness by doing the following:					
	<p>ELA.K.2A.i Demonstrate phonological awareness by identifying and producing a series of rhyming words.</p>	<p>ELA.1.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p>	<p>ELA.2.2A.i Demonstrate phonological awareness by producing a series of rhyming words.</p>			
<p>II.B.7 Child can produce a word that begins with the same sound as a given pair of words.</p> <p>II.C.3 Child investigates and demonstrates growing understanding of the sounds and intonation of language.</p>	<p>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.</p>	<p>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.</p>				



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III.B.1 Child separates a normally spoken four-word sentence into individual words.	ELA.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.	ELA.1.2A.iii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words.	ELA.2.2A.ii Demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multisyllable words.			
III.B.4 Child blends syllables into words.	ELA.K.2A.v Demonstrate phonological awareness by blending syllables to form multisyllabic words.					
III.B.5 Child can segment a syllable from a word.	ELA.K.2A.vi Demonstrate phonological awareness by segmenting multisyllabic words into syllables.					
III.B.8 Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.	ELA.K.2A.vii Demonstrate phonological awareness by blending spoken onsets and rimes to form 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.	ELA.2.2A.iii Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.			
III.B.9 Child recognizes and blends spoken phonemes into one syllable words with pictorial support.	ELA.K.2A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words.	ELA.1.2A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.				
	ELA.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.	ELA.2.2A.iv Demonstrate phonological awareness by manipulating phonemes within base words.			



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	ELA.K.2A.x Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes.	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.				
	ELA.2B Demonstrate and apply phonetic knowledge by doing the following:			ELA.2A Demonstrate and apply phonetic knowledge by doing the following:		
III.C.2 Child recognizes at least 20 distinct letter sounds in the language of instruction. III.C.3 Child produces at least 20 distinct letter sound correspondences in the language of instruction.	ELA.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.	ELA.2.2B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.	ELA.3.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.	ELA.4.2A.i Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules, including regular and irregular plurals.	ELA.5.2A.i Demonstrate and apply phonetic knowledge by decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician.
	ELA.K.2B.ii Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.	ELA.1.2B.ii Demonstrate and apply phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs.	ELA.2.2B.ii Demonstrate and apply phonetic knowledge by decoding words with silent letters such as knife and gnat.			
IV.C.3 Child independently uses letters to make words or parts of words.	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.	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.	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.	ELA.3.2A.ii 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.	ELA.4.2A.ii 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.	ELA.5.2A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

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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.	ELA.2.2B.iv Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations.	ELA.3.2A.iii Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations.		
			ELA.2.2B.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.	ELA.3.2A.iv Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.	ELA.4.2A.iii Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns such as VV.	ELA.5.2A.iii Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns.
		ELA.1.2B.v Demonstrate and apply phonetic knowledge by decoding words with inflectional endings, including -ed, -s, and -es.	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.	ELA.3.2A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.	ELA.4.2A.iv Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.	ELA.5.2A.iv Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of the influence of prefixes and suffixes on base words.
				ELA.3.2A.vi Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.	ELA.4.2A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.	
	ELA.K.2B.iv Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.	ELA.1.2B.vi Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list.	ELA.2.2B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.	ELA.3.2A.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.	ELA.4.2A.vi Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.	ELA.5.2A.v Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.



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Strand 1: Foundational Language Skills						
	ELA.2C Demonstrate and apply spelling knowledge by doing the following:			ELA.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.	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.	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.	ELA.3.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	ELA.4.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	ELA.5.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
III.C.3 Child produces at least 20 distinct-letter sound correspondences in the language of instruction.		ELA.1.2C.ii Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs.	ELA.2.2C.ii Demonstrate and apply spelling knowledge by spelling words with silent letters such as knife and gnat.	ELA.3.2B.ii Demonstrate and apply spelling knowledge by spelling homophones; spaces between words.	ELA.4.2B.ii Demonstrate and apply spelling knowledge by spelling homophones.	ELA.5.2B.ii Demonstrate and apply spelling knowledge by spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician.
			ELA.2.2C.iii Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.	ELA.3.2B.iii Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations.		
	ELA.K.2C.ii Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.	ELA.1.2C.iii Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.	ELA.2.2C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.	ELA.3.2B.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.	ELA.4.2B.iii Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.	ELA.5.2B.iii Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
			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.	ELA.3.2B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.	ELA.4.2B.iv Demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns.	ELA.5.2B.iv Demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns.



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Strand 1: Foundational Language Skills						
	ELA.K.2C.iii Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.	ELA.1.2C.iv Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.	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.	ELA.3.2B.vi Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.	ELA.4.2B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.	ELA.5.2B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.
				ELA.3.2B.vii Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.	ELA.4.2B.vi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.	ELA.5.2B.vi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
	ELA.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.				
	ELA.K.2D.i Demonstrate print awareness by identifying the front cover, back cover, and title page of a book.					
III.E.2 Child demonstrates understanding of print directionality including left to right and top to bottom.	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.					
II.E.1 Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. II.E.3 Child uses sentences with more than one phrase.	ELA.K.2D.iii Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.					



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Strand 1: Foundational Language Skills						
III.E.1 Child can distinguish between elements of print including letters, words, and pictures.	ELA.K.2D.iv Demonstrate print awareness by recognizing the difference between a letter and a printed word.					
III.C.1 Child names at least 20 upper and at least 20 lowercase letters in the language of instruction.	ELA.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.	ELA.2.2D Alphabetize a series of words and use a dictionary or glossary to find words.	ELA.3.2C Alphabetize a series of words to the third letter.		
IV.C.1 Child writes own name (first name or frequent nickname) using legible letters in proper sequence.	ELA.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.	ELA.2.2E Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.	ELA.3.2D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	ELA.4.2C Write legibly in cursive to complete assignments.	ELA.5.2C Write legibly in cursive.
ELA.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.	ELA.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.	ELA.3.3A Use print or digital resources to determine meaning, syllabication, and pronunciation.	ELA.4.3A Use print or digital resources to determine meaning, syllabication, and pronunciation.	ELA.5.3A Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.
II.D.4 Child uses a large speaking vocabulary, adding several new words daily.	ELA.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.	ELA.2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.	ELA.3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.	ELA.4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.	ELA.5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words..
		ELA.1.3C Identify the meaning of words with the affixes -s, -ed, and -ing.	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.	ELA.3.3C Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.	ELA.4.3C Determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter.	ELA.5.3C Identify the meaning of and use words with affixes such as trans-, super-, ive, and -logy and roots such as geo and photo.



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Strand 1: Foundational Language Skills						
<p>II.D.1 Child uses a wide variety of words to describe people, places, things, and actions.</p> <p>II.D.5 Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.</p>	<p>ELA.K.3C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p>	<p>ELA.1.3D Identify and use words that name actions, directions, positions, sequences, categories, and locations.</p>	<p>ELA.2.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p>	<p>ELA.3.3D Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.</p>	<p>ELA.4.3D Identify, use, and explain the meaning of homophones such as reign/rain.</p>	<p>ELA.5.3D Identify, use, and explain the meaning of adages and puns.</p>
		<p>ELA.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.</p>				
	<p>ELA.4 Developing and Sustaining Foundational Language Skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student is expected to:</p>	<p>ELA.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 do the following:</p>				
	<p>ELA.K.4 Self-select text and interact independently with text for increasing periods of time.</p>	<p>ELA.1.5 Self-select text and interact independently with text for increasing periods of time.</p>	<p>ELA.2.5 Self-select text and interact independently with text for a sustained period of time.</p>	<p>ELA.3.5 Self-select text and interact independently with text for a sustained period of time.</p>	<p>ELA.4.5 Self-select text and interact independently with text for a sustained period of time.</p>	<p>ELA.5.5 Self-select text and interact independently with text for a sustained period of time.</p>



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Strand 2: Comprehension Skills						
	ELA.5 Comprehension Skills: listening, speaking, reading, writing, and thinking using multiple texts.	ELA.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:				
III.A.3 Child recognizes that text has meaning.	ELA.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.	ELA.2.6A Establish purpose for reading assigned and self-selected texts.	ELA.3.6A Establish purpose for reading assigned and self-selected texts.	ELA.4.6A Establish purpose for reading assigned and self-selected texts.	ELA.5.6A Establish purpose for reading assigned and self-selected texts.
III.D.3 Child asks and responds to questions relevant to the text read aloud.	ELA.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.	ELA.2.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.	ELA.3.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.	ELA.4.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.	ELA.5.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.
III.D.4 Child will make inferences and predictions about text.	ELA.K.5C Make and confirm predictions using text features and structures with adult assistance.	ELA.1.6C Make and correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.	ELA.2.6C Make and correct, or confirm predictions using text features, characteristics of genre, and structures.	ELA.3.6C Make and correct, or confirm predictions using text features, characteristics of genre, and structures.	ELA.4.6C Make and correct, or confirm predictions using text features, characteristics of genre, and structures.	ELA.5.6C Make and correct, or confirm predictions using text features, characteristics of genre, and structures.
	ELA.K.5D Create mental images to deepen understanding with adult assistance.	ELA.1.6D Create mental images to deepen understanding with adult assistance.	ELA.2.6D Create mental images to deepen understanding.	ELA.3.6D Create mental images to deepen understanding.	ELA.4.6D Create mental images to deepen understanding.	ELA.5.6D Create mental images to deepen understanding.
III.D.2 Child uses information learned from books by describing, relating, categorizing or comparing and contrasting.	ELA.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.	ELA.2.6E Make connections to personal experiences, ideas in other texts, and society.	ELA.3.6E Make connections to personal experiences, ideas in other texts, and society.	ELA.4.6E Make connections to personal experiences, ideas in other texts, and society.	ELA.5.6E Make connections to personal experiences, ideas in other texts, and society.
III.D.4 Child will make inferences and predictions about text.	ELA.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.	ELA.2.6F Make inferences and use evidence to support understanding.	ELA.3.6F Make inferences and use evidence to support understanding.	ELA.4.6F Make inferences and use evidence to support understanding.	ELA.5.6F Make inferences and use evidence to support understanding.
	ELA.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.	ELA.2.6G Evaluate details read to determine key ideas.	ELA.3.6G Evaluate details read to determine key ideas.	ELA.4.6G Evaluate details read to determine key ideas.	ELA.5.6G Evaluate details read to determine key ideas.



Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 2: Comprehension Skills						
	ELA.K.5H Synthesize information to create new understanding with adult assistance.	ELA.1.6H Synthesize information to create new understanding with adult assistance.	ELA.2.6H Synthesize information to create new understanding.	ELA.3.6H Synthesize information to create new understanding.	ELA.4.6H Synthesize information to create new understanding.	ELA.5.6H Synthesize information to create new understanding.
III.D.3 Child asks and responds to questions relevant to the text read aloud.	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.	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.	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.	ELA.3.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	ELA.4.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	ELA.5.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.



Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 3: Response Skills						
	ELA.6 Response Skills: listening, speaking, reading, writing, and thinking using multiple texts.	ELA.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.	ELA.1.7A Describe personal connections to a variety of sources.	ELA.2.7A Describe personal connections to a variety of sources.	ELA.3.7A Describe personal connections to a variety of sources, including self-selected texts.	ELA.4.7A Describe personal connections to a variety of sources, including self-selected texts.	ELA.5.7A Describe personal connections to a variety of sources, including self-selected texts.
III.D.3 Child asks and responds to questions relevant to the text read aloud.	ELA.K.6B Provide an oral, pictorial, or written response to a text.	ELA.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.	ELA.3.7B Write a response to a literary or informational text that demonstrates an understanding of a text.	ELA.4.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.	ELA.5.7B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
	ELA.K.6C Use text evidence to support an appropriate response.	ELA.1.7C Use text evidence to support an appropriate response.	ELA.2.7C Use text evidence to support an appropriate response.	ELA.3.7C Use text evidence to support an appropriate response.	ELA.4.7C Use text evidence to support an appropriate response.	ELA.5.7C Use text evidence to support an appropriate response.
III.D.1 Child retells or reenacts a story after it is read aloud.	ELA.K.6D Retell texts in ways that maintain meaning.	ELA.1.7D Retell texts in ways that maintain meaning.	ELA.2.7D Retell and paraphrase texts in ways that maintain meaning and logical order.	ELA.3.7D Retell and paraphrase texts in ways that maintain meaning and logical order.	ELA.4.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.	ELA.5.7D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
	ELA.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.	ELA.2.7E Interact with sources in meaningful ways such as illustrating or writing.	ELA.3.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	ELA.4.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	ELA.5.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
II.D.4 Child uses a large speaking vocabulary, adding several new words daily. II.E.8 Child attempts to use new vocabulary and grammar in speech.	ELA.K.6F Respond using newly acquired vocabulary as appropriate.	ELA.1.7F Respond using newly acquired vocabulary as appropriate.	ELA.2.7F Respond using newly acquired vocabulary as appropriate.	ELA.3.7F Respond using newly acquired vocabulary as appropriate.	ELA.4.7F Respond using newly acquired vocabulary as appropriate.	ELA.5.7F Respond using newly acquired vocabulary as appropriate.
				ELA.3.7G Discuss specific ideas in the text that are important to the meaning.	ELA.4.7G Discuss specific ideas in the text that are important to the meaning.	ELA.5.7G Discuss specific ideas in the text that are important to the meaning.



Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 4: Multiple Genres						
	ELA.7 Multiple Genres: listening, speaking, reading, writing, and thinking using multiple texts— literary elements .	ELA.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.	ELA.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.	ELA.3.8A Infer the theme of a work, distinguishing theme from topic.	ELA.4.8A Infer basic themes supported by text evidence.	ELA.5.8A Infer multiple themes within a text using text evidence.
III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	ELA.K.7B Identify and describe the main character(s).	ELA.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.	ELA.3.8B Explain the relationships among the major and minor characters.	ELA.4.8B Explain the interactions of the characters and the changes they undergo.	ELA.5.8B Analyze the relationships of and conflicts among the characters.
III.D.1 Child retells or re-enacts a story after it is read aloud. III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	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.	ELA.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.	ELA.3.8C Analyze plot elements, including the sequence of events, the conflict, and the resolution.	ELA.4.8C Analyze plot elements, including the rising action, climax, falling action, and resolution.	ELA.5.8C Analyze plot elements, including rising action, climax, falling action, and resolution.
III.D.1 Child retells or re-enacts a story after it is read aloud. III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	ELA.K.7D Describe the setting.	ELA.1.8D Describe the setting.	ELA.2.8D Describe the importance of the setting.	ELA.3.8D Explain the influence of the setting on the plot.	ELA.4.8D Explain/Analyze the influence of the setting, including historical and cultural settings, on the plot.	ELA.5.8D Analyze the influence of the setting, including historical and cultural settings, on the plot.

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 4: Multiple Genres						
	ELA.8 Multiple Genres: listening, speaking, reading, writing, and thinking using multiple texts— genres .	ELA.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.	ELA.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.	ELA.3.9A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy-tales, legends, and myths.	ELA.4.9A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales.	ELA.5.9A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales.
III.B.6 Child can recognize rhyming words.	ELA.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.	ELA.2.9B Explain visual patterns and structures in a variety of poems.	ELA.3.9B Explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.	ELA.4.9B Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.	ELA.5.9B Explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms.
	ELA.K.8C Discuss main characters in drama.	ELA.1.9C Discuss elements of drama such as characters and setting.	ELA.2.9C Discuss elements of drama such as characters, dialogue, and setting.	ELA.3.9C Discuss elements of drama such as characters, dialogue, setting, and acts.	ELA.4.9C Explain structure in drama such as character tags, acts, scenes, and stage directions.	ELA.5.9C Explain structure in drama such as character tags, acts, scenes, and stage directions.
III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	ELA.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.	ELA.2.9D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.	ELA.3.9D.i Recognize characteristics and structures of informational text, including the central idea with supporting evidence.	ELA.4.9D.i Recognize characteristics and structures of informational text, including the central idea with supporting evidence.	ELA.5.9D.i Recognize characteristics and structures of informational text, including the central idea with supporting evidence.
III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	ELA.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.	ELA.2.9D.ii Recognize characteristics and structures of informational text, including features and graphics to locate and gain information.	ELA.3.9D.ii Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.	ELA.4.9D.ii Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.	ELA.5.9D.ii Recognize characteristics and structures of informational text, including features such as insets, timelines, and sidebars to support understanding.

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 4: Multiple Genres						
III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	ELA.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.	ELA.2.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.	ELA.3.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.	ELA.4.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast.	ELA.5.9D.iii Recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance.
	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.	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.	ELA.2.9E Recognize characteristics of persuasive text, including:	ELA.3.9E Recognize characteristics and structures of argumentative text by:		
			ELA.2.9E.i Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do.	ELA.3.9E.i Recognize characteristics and structures of argumentative text by identifying the claim.	ELA.4.9E.i Recognize characteristics and structures of argumentative text by identifying the claim.	ELA.5.9E.i Recognize characteristics and structures of argumentative text by identifying the claim.
			ELA.2.9E.ii Recognize characteristics of persuasive text, including distinguishing facts from opinion.	ELA.3.9E.ii Recognize characteristics and structures of argumentative text by distinguishing facts from opinion.	ELA.4.9E.ii Recognize characteristics and structures of argumentative text by explaining how the author has used facts for an argument.	ELA.5.9E.ii Recognize characteristics and structures of argumentative text by explaining how the author has used facts for or against an argument.
				ELA.3.9E.iii Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.	ELA.4.9E.iii Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.	ELA.5.9E.iii Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.
	ELA.K.8F Recognize characteristics of multimodal and digital texts.	ELA.1.9F Recognize characteristics of multimodal and digital texts.	ELA.2.9F Recognize characteristics of multimodal and digital texts.	ELA.3.9F Recognize characteristics of multimodal and digital texts.	ELA.4.9F Recognize characteristics of multimodal and digital texts.	ELA.5.9F Recognize characteristics of multimodal and digital texts.



Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 5: Author's Purpose and Craft						
	ELA.9 Author's Purpose and Craft: listening, speaking, reading, writing, and thinking using multiple texts.	ELA.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.	ELA.1.10A Discuss the author's purpose for writing text.	ELA.2.10A Discuss the author's purpose for writing text.	ELA.3.10A Explain the author's purpose and message within a text.	ELA.4.10A Explain the author's purpose and message within a text.	ELA.5.10A Explain the author's purpose and message within a text.
	ELA.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.	ELA.2.10B Discuss how the use of text structure contributes to the author's purpose.	ELA.3.10B Explain how the use of text structure contributes to the author's purpose.	ELA.4.10B Explain how the use of text structure contributes to the author's purpose.	ELA.5.10B Analyze 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.	ELA.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.	ELA.3.10C Explain the author's use of print and graphic features to achieve specific purposes.	ELA.4.10C Analyze the author's use of print and graphic features to achieve specific purposes.	ELA.5.10C Analyze 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.	ELA.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.	ELA.3.10D Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.	ELA.4.10D Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieve specific purposes.	ELA.5.10D Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.
	ELA.K.9E Listen to and experience first- and third-person texts.	ELA.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.	ELA.3.10E Identify the use of literary devices, including first- or third-person point of view.	ELA.4.10E Identify and understand the use of literary devices, including first- or third-person point of view.	ELA.5.10E Identify and understand the use of literary devices, including first- or third-person point of view.
				ELA.3.10F Discuss how the author's use of language contributes to voice.	ELA.4.10F Discuss how the author's use of language contributes to voice.	ELA.5.10F Examine how the author's use of language contributes to voice.
			ELA.2.10F Identify and explain the use of repetition.	ELA.3.10G Identify and explain the use of hyperbole.	ELA.4.10G Identify and explain the use of anecdote.	ELA.5.10G Explain the purpose of hyperbole, stereotyping, and anecdote.

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 6: Composition						
	ELA.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts— writing process .	ELA.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:				
IV.A.2 Child independently writes to communicate his/her ideas for a variety of purposes. IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	ELA.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.	ELA.2.11A Plan a first draft by generating ideas for writing such as drawing and brainstorming.	ELA.3.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	ELA.4.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	ELA.4.11A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities	ELA.K.10B Develop drafts in oral, pictorial, or written form by organizing ideas.	ELA.1.11B Develop drafts in oral, pictorial, or written form by:	ELA.2.11B Develop drafts into a focused piece of writing by:	ELA.3.11B Develop drafts into a focused, structured, and coherent piece of writing by:		
		ELA.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.	ELA.3.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.	ELA.4.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.	ELA.5.11B.i Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.
		ELA.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.	ELA.3.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.	ELA.4.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.	ELA.5.11B.ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details.



Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 6: Composition						
IV.B.2 Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.	ELA.K.10C Revise drafts by adding details in pictures or words.	ELA.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.	ELA.3.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	ELA.4.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	ELA.5.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
	ELA.K.10D Edit drafts with adult assistance using standard English conventions, including:	ELA.11D Edit drafts using standard English conventions, including:				
II.E.1 Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.	ELA.K.10D.i Edit drafts with adult assistance using standard English conventions, including complete sentences.	ELA.1.11D.i Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.	ELA.2.11D.i Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.	ELA.3.11D.i Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement.	ELA.4.11D.i Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.	ELA.5.11D.i Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.
II.E.2 Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	ELA.K.10D.ii Edit drafts with adult assistance using standard English conventions, including verbs.	ELA.1.11D.ii Edit drafts using standard English conventions, including past and present verb tense.	ELA.2.11D.ii Edit drafts using standard English conventions, including past, present, and future verb tense.	ELA.3.11D.ii Edit drafts using standard English conventions, including past, present, and future verb tense.	ELA.4.11D.ii Edit drafts using standard English conventions, including past tense of irregular verbs.	ELA.5.11D.ii Edit drafts using standard English conventions, including past tense of irregular verbs.
II.E.2 Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	ELA.K.10D.iii Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.	ELA.1.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.	ELA.2.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.	ELA.3.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.	ELA.4.11D.iii Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.	ELA.5.11D.iii Edit drafts using standard English conventions, including collective nouns.
	ELA.K.10D.iv Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.	ELA.1.11D.iv Edit drafts using standard English conventions, including adjectives, including articles.	ELA.2.11D.iv Edit drafts using standard English conventions, including adjectives, including articles.	ELA.3.11D.iv Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.	ELA.4.11D.iv Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.	ELA.5.11D.iv Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.
		ELA.1.11D.v Edit drafts using standard English 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.	ELA.3.11D.v Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey manner.	ELA.4.11D.v Edit drafts using standard English conventions, including adverbs that convey frequency and adverbs that convey degree.	ELA.5.11D.v Edit drafts using standard English conventions, including conjunctive adverbs.



Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 6: Composition						
	ELA.K.10D.v Edit drafts with adult assistance using standard English conventions, including prepositions.	ELA.1.11D.vi Edit drafts using standard English conventions, including prepositions.	ELA.2.11D.vi Edit drafts using standard English conventions, including prepositions and prepositional phrases.	ELA.3.11D.vi Edit drafts using standard English conventions, including prepositions and prepositional phrases.	ELA.4.11D.vi Edit drafts using standard English conventions, including prepositions and prepositional phrases.	ELA.5.11D.vi Edit drafts using standard English conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement.
II.E.2 Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	ELA.K.10D.vi Edit drafts with adult assistance using standard English conventions, including pronouns, including subjective, objective, and possessive cases.	ELA.1.11D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.	ELA.2.11D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.	ELA.3.11D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.	ELA.4.11D.vii Edit drafts using standard English conventions, including pronouns, including reflexive.	ELA.5.11D.vii Edit drafts using standard English conventions, including pronouns, including indefinite.
			ELA.2.11D.viii Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects and predicates.	ELA.3.11D.viii Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.	ELA.4.11D.viii Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.	ELA.5.11D.viii Edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences.
III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.	ELA.K.10D.vii Edit drafts with adult assistance using standard English 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”.	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.	ELA.3.11D.ix Edit drafts using standard English conventions, including capitalization of official titles of people, holidays, and geographical names and places.	ELA.4.11D.ix Edit drafts using standard English conventions, including capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.	ELA.5.11D.ix Edit drafts using standard English conventions, including capitalization of abbreviations, initials, acronyms, and organizations.
III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case. IV.C.5 Child begins to experiment with punctuation when writing.	ELA.K.10D.viii Edit drafts with adult assistance using standard English 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.	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.	ELA.3.11D.x Edit drafts using standard English conventions, including punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series.	ELA.4.11D.x Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.	ELA.5.11D.x Edit drafts using standard English conventions, including italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences.



Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 6: Composition						
	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.	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.	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.	ELA.3.11D.xi Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	ELA.4.11D.xi Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	ELA.5.11D.xi Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. IV.B.3 Child shares and celebrates class-made and individual written products.	ELA.K.10E Share writing.	ELA.1.11E Publish and share writing.	ELA.2.11E Publish and share writing.	ELA.3.11E Publish written work for appropriate audiences.	ELA.4.11E Publish written work for appropriate audiences.	ELA.5.11E Publish written work for appropriate audiences.
	ELA.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts— genres .	ELA.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:				
IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	ELA.K.11A Dictate or compose literary texts, including personal narratives.	ELA.1.12A Dictate or compose literary texts, including personal narratives and poetry.	ELA.2.12A Compose literary texts, including personal narratives and poetry.	ELA.3.12A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.	ELA.4.12A Compose literary texts such as personal narratives and poetry, using genre characteristics and craft.	ELA.5.12A Compose literary texts such as personal narratives, fiction, and poetry, using genre characteristics and craft.
IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	ELA.K.11B Dictate or compose informational texts.	ELA.1.12B Dictate or compose informational texts, including procedural texts.	ELA.2.12B Compose informational texts, including procedural texts and reports.	ELA.3.12B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	ELA.4.12B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	ELA.5.12B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
				ELA.3.12C Compose argumentative texts, including opinion essays, using genre characteristics and craft.	ELA.4.12C Compose argumentative texts, including opinion essays, using genre characteristics and craft.	ELA.5.12C Compose argumentative texts, including opinion essays, using genre characteristics and craft.





Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Vertical Alignment Matrix

Reading Language Arts – English – Prekindergarten - Grade 5

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 6: Composition						
IV.A.2 Child independently writes to communicate his/her ideas for a variety of purposes.		ELA.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.	ELA.3.12D Compose correspondence such as thank you notes or letters.	ELA.4.12D Compose correspondence that requests information.	ELA.5.12D Compose correspondence that requests information.

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

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 7: Inquiry and Research						
	ELA.12 Inquiry and Research: listening, speaking, reading, writing, and thinking using multiple texts.	ELA.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.	ELA.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.	ELA.3.13A Generate questions on a topic for formal and informal inquiry.	ELA.4.13A Generate and clarify questions on a topic for formal and informal inquiry.	ELA.5.13A Generate and clarify questions on a topic for formal and informal inquiry.
	ELA.K.12B Develop and follow a research plan with adult assistance.	ELA.1.13B Develop and follow a research plan with adult assistance.	ELA.2.13B Develop and follow a research plan with adult assistance.	ELA.3.13B Develop and follow a research plan with adult assistance.	ELA.4.32B Develop and follow a research plan with adult assistance.	ELA.5.13B Develop and follow a research plan with adult assistance.
	ELA.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.	ELA.2.13C Identify and gather relevant sources and information to answer the questions.	ELA.3.13C Identify and gather relevant information from a variety of sources.	ELA.4.13C Identify and gather relevant information from a variety of sources.	ELA.5.13C Identify and gather relevant information from a variety of sources.
			ELA.2.13D Identify primary and secondary sources.	ELA.3.13D Identify primary and secondary sources.	ELA.4.13D Identify primary and secondary sources.	ELA.5.13D Understand credibility of primary and secondary sources.
	ELA.K.12D Demonstrate understanding of information gathered with adult assistance.	ELA.1.13D Demonstrate understanding of information gathered with adult assistance.	ELA.2.13E Demonstrate understanding of information gathered.	ELA.3.13E Demonstrate understanding of information gathered.	ELA.4.13E Demonstrate understanding of information gathered.	ELA.5.13E Demonstrate understanding of information gathered.
				ELA.3.13F Recognize the difference between paraphrasing and plagiarism when using source materials.	ELA.4.13F Recognize the difference between paraphrasing and plagiarism when using source materials.	ELA.5.13F Differentiate between paraphrasing and plagiarism when using source materials.
			ELA.2.13F Cite sources appropriately.	ELA.3.13G Create a works cited page.	ELA.4.13G Develop a bibliography.	ELA.5.13G Develop a bibliography.
	ELA.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.	ELA.2.13G Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	ELA.3.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	ELA.4.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	ELA.5.13H Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

