Grade Levels K-4
Reading/Writing/Speaking/Listening Standards Draft
7/15/08

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K- 12 Comprehensive READING Standard:
Students will learn and apply reading skills and strategies to construct meaning.
- Knowledge of Print
- Phonological Awareness
- Word Analysis
- Fluency
- Vocabulary
- Comprehension

K- 12 Comprehensive WRITING Standard:
Students will learn and apply writing skills and strategies to construct meaning.
- Writing Process
- Writing Genres

K- 12 Comprehensive SPEAKING/LISTENING Standard:
Students will learn and apply speaking and listening skills and strategies to construct meaning.
- Speaking Skills
- Listening Skills
- Reciprocal Communication

K- 12 Comprehensive MULTIPLE LITERACIES Standard:
Students will identify, locate, and evaluate information using 21st Century Skills.
- Multiple Literacies

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K- 12 Comprehensive READING Standard:
Students will learn and apply reading skills and strategies to construct meaning.

Concepts	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge of Print	Students will demonstrate knowledge of the concepts of print.	Students will demonstrate knowledge of the concepts of print.			
Phonological Awareness	Students will demonstrate phonological awareness through oral activities.	Students will demonstrate phonological awareness through oral activities.			
Word Analysis	Students will acquire phonetic knowledge as they learn to read, write, and spell.	Students will use phonetic analysis to read, write, and spell.	Students will use phonetic analysis to read, write, and spell.	Students will use knowledge of phonetic and structural analysis to read, write, and spell.	Students will use knowledge of phonetic and structural analysis to read, write, and spell.
Fluency	Students will develop accuracy, phrasing, and expression during reading experiences.	Students will develop accuracy, phrasing, and expression while reading.	Students will develop accuracy, phrasing, and expression while reading.	Students will develop accuracy, phrasing, and expression while reading.	Students will read fluently with accuracy, appropriate pace, phrasing, and expression in a variety of texts.
Vocabulary	Students will build literary, general academic, and content specific vocabulary.	Students will build literary, general academic, and content specific vocabulary.	Students will build literary, general academic, and content specific vocabulary.	Students will build literary, general academic, and content specific vocabulary.	Students will build literary, general academic, and content specific vocabulary.
Comprehension	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension.

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K-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to construct meaning.

Concept	Grade Level Standards				
Knowledge of Print	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
	Students will demonstrate knowledge of the concepts of print.	**Students will demonstrate knowledge of the concepts of print.**			
Curricular Indicators	Recognize that print varies (e.g., font, size, bold, italic, upper/lower case) Identify the purpose of print is to carry information (e.g., environmental print, names) Demonstrate voice to print match (e.g., student points to words as someone reads) Understand that words are made up of letters Identify parts of a book (e.g., cover, pages, **title, title page,** author, illustrator) Knowledge that print reads from left to right and top to bottom Recognize punctuation (e.g., period, exclamation mark, question mark)	Recognize that print varies (e.g., font, size, bold, italic, upper/lower case) Identify the purpose of print is to carry information Recognize voice to print match Understand that words are made up of letters Identify parts of a book (e.g., cover, pages, **title, title page,** author, illustrator) Knowledge that print reads from left to right and top to bottom Identify punctuation (e.g., period, quotation marks, exclamation mark, question mark)	*This section intentionally left blank.*		

K-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to construct meaning.

Concept	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Phonological Awareness	**Students will demonstrate phonological awareness through oral activities.**	**Students will demonstrate phonological awareness through oral activities.**			
Curricular Indicators	Segment spoken **sentences** into words Recognize and produce oral rhymes Blend and segment **syllable** sounds in spoken words Blend and segment onset and rime orally (e.g., word families, v-an, gr-ab) Match and discriminate phonemes orally (e.g., beginning, middle, and ending sounds; recognize same sounds in different words) Blend and segment phonemes in spoken words	Segment spoken **sentences** into words Recognize and produce oral rhymes Blend, segment, and delete syllable sounds in spoken words Blend and segment onset and rime orally (word families) Match, discriminate, blend, segment, delete, and manipulate phonemes orally Delete and manipulate phonemes to create new words, pseudo or real (e.g., ***"What is hand without the /h/?"*** –and; ***"The word is*** *cat. Change the /t/ to /n/.* ***What's the new word?"*** –can)	This section intentionally left blank.		

K-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to construct meaning.

Concept	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Word Analysis	**Students will acquire phonetic knowledge as they learn to read, write, and spell.**	**Students will use phonetic analysis to read, write, and spell.**	**Students will use phonetic analysis to read, write, and spell.**	**Students will use knowledge of phonetic and structural analysis to read, write, and spell.**	**Students will use knowledge of phonetic and structural analysis to read, write, and spell.**
Curricular Indicators	Acquire knowledge of letter names and corresponding sounds Begin to read, write, and spell some sight words Use phonetic knowledge to write (e.g., approximated spelling) Recognize known words in connected text (e.g., big book, environmental print, class list, labels) Hear and see basic similarities and differences in words (e.g., word endings, onset and rime)	Use knowledge of letter/sound correspondence to read, write, and spell Read, write, and spell sight words Spell single syllable phonetically regular words Blend sounds to form words Read words in connected text Use word structure to read text • Onset and rime (word families) • Prefixes/suffixes • Compound words	Use knowledge of letter/sound correspondence to read, write, and spell Read, write, and spell sight words Blend sounds to form words Read words in connected text Use word structure to read text • Onset and rime (word families) • Prefixes/suffixes • Compound words • Contractions • Syllabication • Derivation	Use advanced sound/spelling patterns (e.g., vowel variance, multi-syllabic words) Use word structure to read text • Prefixes/suffixes • Compound words • Contractions • Syllabication • Derivation	Use advanced sound/spelling patterns (e.g., vowel variance, multi-syllabic words) Use word structure to read text • Prefixes/suffixes • Compound words • Contractions • Syllabication • Derivation

K-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to construct meaning.

Concept	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Fluency	**Students will develop accuracy, phrasing, and expression during reading experiences.**	**Students will develop accuracy, phrasing, and expression while reading.**	**Students will develop accuracy, phrasing, and expression while reading.**	**Students will develop accuracy, phrasing, and expression while reading.**	**Students will read fluently with accuracy, appropriate pace, phrasing, and expression in a variety of texts.**
Curricular Indicators	**Imitate adult's expression,** reflecting meaning with voice (e.g., pause, stress, phrasing) Recognize some high frequency words and phrases Notice that spaces define word boundaries Recognize and use **repeating language patterns** when re-reading (e.g., big books, shared reading) Read familiar text with others, keeping an appropriate pace	Begin to read in meaningful phrases that sound like natural language to support comprehension Recognize a core of high-frequency words and phrases Notice and use spaces and punctuation to define word and text boundaries Recognize and use **repeating language patterns** when re-reading Recognize that voice intonation (e.g., volume, tone, emphasis) influences the meaning of text (e.g., character voices, excitement, sadness) Read along with others and independently practice keeping an appropriate pace for a text	Read **phrases, clauses, and** sentences that sound like natural language to support comprehension Read high-frequency words and phrases automatically Use spaces and punctuation to define word and text boundaries Vary voice intonation (e.g., volume, tone) to reflect meaning of text Use appropriate pace while reading to enhance the meaning of text	Read **phrases, clauses, and** sentences that sound like natural language to support comprehension Read words and phrases accurately and automatically Use spaces and punctuation to define word and text boundaries Use conversational tone (e.g., volume, emphasis) and punctuation to reflect meaning of text Adjust pace while reading to enhance the meaning of text	Read **phrases, clauses, and** sentences that sound like natural language to support comprehension Read words and phrases accurately and automatically Use spaces and punctuation to define word and text boundaries Use conversational tone (e.g., volume, pitch) and punctuation to reflect meaning of text Adjust pace while reading to enhance the meaning of text

K-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to construct meaning.

Concept	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Vocabulary	**Students will build literary, general academic, and content specific vocabulary.**	**Students will build literary, general academic, and content specific vocabulary.**	**Students will build literary, general academic, and content specific vocabulary.**	**Students will build literary, general academic, and content specific vocabulary.**	**Students will build literary, general academic, and content specific vocabulary.**
Curricular Indicators	Explore and discover word structure elements and **word** patterns to determine meaning (e.g., word families, plural forms)	Use word structure **elements, known words, and** word patterns to determine meaning (e.g., plural forms, simple compounds, word families)	Use word structure **elements, known words, and** word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)	*Use word structure **elements, known words, and** word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)	*Use word structure **elements, known words, and** word patterns to determine meaning (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words)
	Build and use listening and oral vocabulary by relating to prior knowledge	Use and relate new vocabulary to prior knowledge	Use and relate new vocabulary to prior knowledge	Use and relate new vocabulary to prior knowledge	Use and relate new vocabulary to prior knowledge
	Develop awareness of context clues (e.g., predictions, re-reading) and text features (e.g., photos, illustrations) that may be used to infer the meaning of unknown words	Recognize that context clues and text features exist and may be used to help infer the meaning of unknown words (e.g., ask for clarification, photos, illustrations)	Recognize and use context clues and text features to help infer unknown word meanings (e.g., picture dictionary, graphs, re-reading)	*Use context clues and text features to help infer unknown word meanings. (e.g., substitute known words, reread, font variations, sentence clues)	*Use context clues and text features to infer unknown word meanings (e.g., word, sentence and paragraph clues, use a glossary, headings, captions)
	Develop an awareness of semantic relationships between known words and new words (e.g., concept words [color names, days of the week], labels)	Develop an awareness of semantic relationships between known and new words (e.g., word webs, theme studies, labels)	Recognize semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings)	*Recognize semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings)	*Understand semantic relationships (e.g., patterns and categories, **homographs, homophones,** synonyms, antonyms, multiple meanings)
	Explore print and digital reference materials to determine word meanings	Explore print and digital reference materials to determine word meanings	Explore and use print and digit**al reference materials to** determine word meanings	Determine meanings using print and digital reference materials	Determine meanings using print and digital reference materials

K-12 Comprehensive Reading Standard:
Students will learn and apply reading skills and strategies to construct meaning.

Concept	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Comprehension	**Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension.**	**Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension.**	**Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension.**	**Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension.**	**Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension.**
Curricular Indicators **Author/illustrator**	Know that the author and illustrator create books	Identify author, illustrator, **and author's purpose** (e.g., explain, entertain, inform)	Identify author purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension	*Identify author purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension	*Identify author purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (beliefs, assumptions, biases) influences text
Narrative	Identify elements of **narrative text** (e.g., characters, setting, plot)	Identify elements of **narrative text** (e.g., characters, setting, plot)	Identify elements of **narrative text** (e.g., characters, setting, plot)	*Identify elements of **narrative text** (e.g., characters, setting, plot)	*Identify elements of **narrative text** (e.g., characters, setting, plot)
Plot includes sequence of events and conflict/resolution	Retell information from **narrative text** including characters, setting, and plot	Retell information from **narrative text** including characters, setting, and plot	Retell information from **narrative text** including **characters, setting, and plot**	Retell and summarize **narrative text** including characters, setting, and plot with supporting details	Summarize **narrative text including characters, setting,** and plot with supporting details
	Understand that authors use words in different ways (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)	Explore the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)	Explore the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)	Identify literary devices and explore the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery,	Identify literary devices and explore the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia,

				rhythm)	imagery, rhyth.
Informational	Retell main ideas from **informational text**	Retell main ideas from **informational text**	Retell and summarize the main idea from **informational text**	*Retell and summarize the main idea from **informational text** using supporting details	*Retell and summarize the main idea from **informational text** using supporting details
		Explore the characteristics of organizational patterns found in **informational text** (e.g., sequence, compare/contrast)	Recognize and use organizational patterns found in **informational text** (e.g., sequence, description, compare/contrast) to construct meaning	*Recognize and use organizational patterns found in **informational text** (e.g., sequence, description, cause and effect, compare/contrast) to construct meaning	*Recognize and use organizational patterns found in **informational text** (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion) to construct meaning
	Identify text features in **informational text** (e.g., titles, bold print, maps, illustrations, captions)	Identify text features in **informational text** (e.g., titles, bold print, italic, illustrations, captions)	Use text features to locate **information** and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, titles, bold print, captions)	*Use text features to locate **information** and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)	*Use text features to locate **information** and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format styles)
Narrative/ Informational	Build a basic knowledge of familiar genres for both **narrative and informational text** (e.g., fairy tales, nursery rhymes, picture books, how-to-books)	Know the basic characteristics of familiar genres for both **narrative and informational text** (e.g., fairy tales, nursery rhymes, picture books, how-to-books)	Know the basic characteristics of familiar genres for both **narrative and informational text** (e.g., fairy tales, nursery rhymes, picture books, how-to-books)	Know the defining characteristics of different genres for both **narrative and informational text** (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)	Know the defining characteristics of different genres for both **narrative and informational text** (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)
Questions/ Answers	Generate and/or answer clarifying questions (who, what, when, where, why, how); support answers using prior knowledge and information from the text	Generate and/or answer clarifying questions (who, what, when, where, why, how); support answers using prior knowledge and information from the text	Generate and/or answer literal, **inferential, and critical** questions; support answers using prior knowledge and literal and inferential information from the text	*Generate and/or answer **literal, inferential, and critical** questions; support answers using prior knowledge and literal and inferential information from the text	*Generate and/or answer literal, inferential, critical, and interpretive questions; support answers using prior knowledge and literal and inferential information from the text

	Recognize different purposes for reading (e.g., information, pleasure)	Establish a purpose for reading (e.g., information, pleasure)	Establish a purpose for reading (e.g., information, pleasure, understanding)	Establish a purpose for reading (e.g., information, pleasure, understanding)	Establish a purpose for reading (e.g., information, pleasure, understanding)
	Activate prior knowledge in order to make text to self, **text to text, and text to world** connections	Activate prior knowledge in order to make text to self, **text to text, and text to world** connections	Activate prior knowledge in order to make text to self, **text to text, and text to world** connections	Activate prior knowledge in order to make text to self, **text to text, and text to world** connections	Activate prior knowledge in order to make text to self, **text to text, and text to world** connections
		Self-**monitor comprehension** by applying appropriate strategies to self-correct when errors detract from meaning	Self-**monitor comprehension** by applying appropriate strategies to self-correct when errors detract from meaning	Self-**monitor comprehension** by recognizing when meaning is disrupted and subsequently use strategies **to clarify, confirm, or correct**	Self-**monitor comprehension** by recognizing when meaning is disrupted and subsequently use strategies **to clarify, confirm, or correct**
	Form, clarify, and/or confirm predictions before, during, and after reading	Form, clarify, and/or confirm predictions before, during, and after reading	Form, clarify, and**/or confirm** predictions before, during, and after reading	Form, clarify, and**/or confirm** predictions before, during, and after reading	Form, clarify, and**/or confirm** predictions before, during, and after reading
	Respond to text verbally, in writing, or artistically	Respond to text verbally, in writing, or artistically	Respond to text verbally, in writing, or artistically	Respond to text verbally, in writing, or artistically	Respond to text verbally, in writing, or artistically

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K-12 Comprehensive WRITING Standard:
Students will learn and apply writing skills and strategies to construct meaning.

Concepts	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Writing Process	Students will understand and use writing to communicate.	Students will use the writing process to plan, draft, revise, edit, and publish.	Students will use the writing process to plan, draft; revise, edit, and publish.	Students will use the writing process to plan, draft, revise, edit, and publish.	Students will use the writing process to plan, draft, revise, edit, and publish.
Writing Genres	Student will write for a variety of purposes and audiences in multiple genres.	Students will write for a variety of purposes and audiences in multiple genres.	Students will write for a variety of purposes and audiences in multiple genres.	Students will write for a variety of purposes and audiences in multiple genres.	Students will write for a variety of purposes and audiences in multiple genres.

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K-12 Comprehensive Writing Standard:
Students will learn and apply writing skills and strategies to construct meaning.

Concept	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Writing Process	**Students will understand and use writing to communicate.**	**Students will use the writing process to plan, draft, revise, edit, and publish.**	**Students will use the writing process to plan, draft, revise, edit, and publish.**	**Students will use the writing process to plan, draft, revise, edit, and publish.**	**Students will use the writing process to plan, draft, revise, edit, and publish.**
Curricular Indicators	Understand that writing **communicates thoughts and** ideas	Understand that writing **communicates thoughts and** ideas			
	Use prewriting activities to generate ideas (e.g., brainstorming, discussions, drawing, literature, personal/classroom experiences)	**Use prewriting activities and** inquiry tools to generate ideas (e.g., draw, brainstorm, graphic organizer)	Use prewriting **activities and** inquiry tools to generate ideas (e.g., brainstorm, map, free write, graphic organizer)	**Use prewriting activities and** inquiry tools to generate and organize information (e.g., sketch, brainstorm, web, free write, graphic organizer)	Use prew**riting activities and** inquiry tools to generate and organize information, guide writing and answer questions (e.g., sketch, brainstorm, diagram, free write, graphic organizer, digital idea mapping tool)
	Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic	Generate a draft by: • Selecting and organizing ideas relevant to topic, purpose, and genre • Composing sentences of varying **length and complexity** (e.g., dictation, labeling, simple sentences)	Generate a draft by: • Selecting and organizing ideas relevant to topic, purpose, and genre • Composing sentences of varying **length and complexity** (e.g., dictation, labeling, simple sentences)	Generate a draft by: • Selecting and organizing ideas relevant to topic, purpose, and genre • Composing paragraphs with sentences of varying **length and complexity**	Generate a draft by: • Selecting and organizing ideas relevant to topic, purpose, and genre • Composing paragraphs with sentences of varying **length and complexity**
	Revise writing by adding details	Revise writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice) Provide feedback to other writers	Revise writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice) Provide feedback to other **writers; utilize others'** feedback to improve own writing	Revise writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice) Provide feedback to other **writers; utilize others'** feedback to improve own writing	Revise writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice) Provide feedback to other **writers; utilize others'** feedback to improve own writing

		Edit writing for format and conventions (e.g., spelling, capitalization, punctuation, grammar) Publish a legible document (e.g., handwritten)	Edit writing for format and conventions (e.g., spelling, capitalization, punctuation, grammar) Publish a legible document (e.g., handwritten)	Edit writing for format and conventions (e.g., spelling, capitalization, punctuation, grammar) Publish a legible document (e.g., print or electronic)	Edit writing for format and conventions (e.g., spelling, capitalization, punctuation, grammar) Publish a legible document (e.g., print or electronic)

K-12 Comprehensive Writing Standard:
Students will learn and apply writing skills and strategies to construct meaning.

Concept	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Writing Genres	**Student will write for a variety of purposes and audiences in multiple genres.**	**Students will write for a variety of purposes and audiences in multiple genres.**	**Students will write for a variety of purposes and audiences in multiple genres.**	**Students will write for a variety of purposes and audiences in multiple genres.**	**Students will write for a variety of purposes and audiences in multiple genres.**
Curricular Indicators Examples of Genres: Essay, story, list, poem, instructions, letter, memo, note taking, summary, response to literature, research paper, interview, web page, play, book/film review, song, journal, job application, resume, news article, email, poster, post-it note, brochure, report consistent with professional standards	Write for a specific purpose (e.g., lists, alphabet book, story with picture, in pretend/free play, label objects in classroom)	Write for a specific purpose (e.g., story with pictures, factual book, alphabet **book,** poem, letter)	Write for a specific purpose (e.g., story with pictures, **factual book, alphabet book,** poem, letter)	Understand that the purpose of the writing influences the selection of the genre (e.g., inform, entertain, persuade, instruct); write in a selected genre considering purpose	Understand that the purpose of the writing influences the selection of the genre (e.g., inform, entertain, persuade, instruct); write in a selected genre considering purpose
	Write to known audience or specific reader (e.g., letter to a familiar person, note to teacher, thank you note)	Write to known audience or specific reader (e.g., letter to familiar person)	Write to known audience or **specific reader (e.g. letter to** familiar person)	Write considering audience and what the reader needs to know	Write considering audience and what the reader needs to know; select words and format with audience in mind
	Explore the use of a variety of writing materials (e.g., colors, pencils, colored pencils, markers, different kinds of paper)	Explore the use of a variety of writing tools (e.g., colors, pencils, colored pencils, markers, different kinds of paper)	Choose writing tools to match desired genre (e.g., pencils, colored pencils, markers, different kinds of paper)	Choose writing tools to match desired genre, utilizing available technology when appropriate (e.g., storyboarding, word processing tools, multimedia)	Choose writing tools to match desired genre, utilizing available technology when appropriate (e.g., storyboarding, word processing tools, multimedia)
Examples of Organizational Structure: Description, sequence, cause and effect, problem/solution, compare and contrast, persuasion		Write books and short pieces of writing that tell a story and/or provide **information to readers about** a topic	Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter with all parts, procedural or how-to books)	Write considering typical characteristics of a **selected** genre (e.g., variety of poems, friendly letter with all parts, procedural or how-to books)	**Write considering tone/voice and typical characteristics of** a selected genre (e.g., memoir, biography, report, formal letter)

		Write stories that have a beginning, middle, and end; present facts and details in a logical order	Use an organizational structure that will help readers understand information presented and keep reader's interest	Use an organizational structure that will help reader understand information presented and keep reader's interest	Select and use an organizational structure that **will help readers understand** information presented and keep reader's interest; arrange print on page purposefully
		Learn about writing by studying own and **others'** writing	Learn about writing by **studying others' writing**	Analyze models and examples (own and others) of various genres to create a similar piece	Analyze models and examples (own and others) of various genres to create a similar piece

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K-12 Comprehensive SPEAKING/LISTENING Standard:
Students will learn and apply speaking and listening skills and strategies to construct meaning.

Concepts	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Speaking Skills	Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	Students will develop and apply speaking skills to communicate key ideas in a variety of situations.
Listening Skills	Students will develop and demonstrate active listening skills across a variety of situations.	Students will develop and demonstrate active listening skills across a variety of situations.	Students will develop and demonstrate active listening skills across a variety of situations.	Students will develop and apply active listening skills across a variety of situations.	Students will develop and apply active listening skills across a variety of situations.
Reciprocal Communication	Students will develop reciprocal communication skills.	Students will develop reciprocal communication skills.	Students will develop reciprocal communication skills.	Students will develop and apply reciprocal communication skills.	Students will develop and apply reciprocal communication skills.

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K-12 Comprehensive Speaking/Listening Standard: Students will learn and apply speaking and listening skills and strategies to construct meaning.					
Concept	**Grade Level Standards**				
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Speaking Skills	**Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.**	**Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.**	**Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.**	**Students will develop and apply speaking skills to communicate key ideas in a variety of situations.**	**Students will develop and apply speaking skills to communicate key ideas in a variety of situations.**
Curricular Indicators	**Communicate ideas in daily** classroom activities and routines	Communicate ideas and information in a clear and concise manner (e.g., language, word choice, sequence, relevance) Communicate effectively in daily classroom activities and routines	Communicate ideas and information in a clear and concise manner (e.g., language, word choice, sequence, relevance) Demonstrate speaking techniques for a variety of purposes and situations	Communicate ideas and information in a clear and concise manner (e.g., language, word choice, sequence, relevance) Demonstrate speaking techniques for a variety of purposes and situations	Communicate ideas and information in a clear and concise manner Demonstrate speaking techniques for a variety of purposes and situations Utilize available media to enhance communication

K-12 Comprehensive Speaking/Listening Standard: Students will learn and apply speaking and listening skills and strategies to construct meaning.					
Concept	**Grade Level Standards**				
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Listening Skills	**Students will develop and demonstrate active listening skills across a variety of situations.**	**Students will develop and demonstrate active listening skills across a variety of situations.**	**Students will develop and demonstrate active listening skills across a variety of situations.**	**Students will develop and demonstrate active listening skills across a variety of situations.**	**Students will develop and apply active listening skills across a variety of situations.**
Curricular Indicators	Develop listening skills needed for multiple skills and modalities (e.g., **stories**, songs, conversations, student sharing, teacher presentation)	Develop the listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)	Develop the listening skills needed for multiple situations and modalities (e.g., electronic, one-to-**one**, small/large group, teacher presentation)	Develop the listening skills needed for multiple situations and modalities (e.g., electronic, one-to-**one**, small/large group, presentation)	Develop the listening skills needed for multiple situations and modalities (e.g., electronic, one-to-**one**, small/large group, presentation)
	Listen for information in order to complete a task	Listen for information in order to complete a task	Listen for information in order to complete a task	Listen for information in order to complete a task	Listen to multi-step directions in order to complete a task
	Listen and retell main ideas of information heard	Listen to and retell specific details of information heard	Listen to and retell specific details of information heard	Listen attentively, ask questions to clarify, and take notes to ensure accuracy of information	Listen attentively, ask questions to clarify, and take notes to ensure accuracy of information
		Listen to and comprehend thoughts, ideas, and information being communicated	Listen to and comprehend thoughts, ideas, and information being communicated	Listen to and comprehend thoughts, ideas, and information being communicated	Listen to and comprehend thoughts, ideas, and information being communicated

K-12 Comprehensive Speaking/Listening Standard:
Students will learn and apply speaking and listening skills and strategies to construct meaning.

Concept	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Reciprocal Communication	**Students will develop reciprocal communication skills.**	**Students will develop reciprocal communication skills.**	**Students will develop reciprocal communication skills.**	**Students will develop and apply reciprocal communication skills.**	**Students will develop and apply reciprocal communication skills.**
Curricular Indicators	Develop awareness and sensitivity to the use of words (e.g., helpful and hurtful words, multiple meanings of words) Develop conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact) Develop ability to participate in learning situations (e.g., small groups, show and share, cooperative problem solving, play)	Develop awareness of and sensitivity to the use of words (e.g., helpful and hurtful words, multiple meanings of words) Use conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact) Participate in learning situations (e.g., small groups, show and share, cooperative problem solving, play)	Develop awareness of and sensitivity to the use of words (e.g., helpful and hurtful words, stereotypes, multiple meanings of words) Use conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact, stay on topic, non-verbal cues) Participate actively with others in learning situations by contributing questions, information, opinions, and ideas (e.g., book share, literature circle, field trip share, cooperative problem solving)	Develop awareness of and sensitivity to the use of words (e.g., stereotypes, multiple meanings of words) Use conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues) Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	Develop awareness of and sensitivity to the use of words (e.g., stereotypes, multiple meanings of words) Use conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues) Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LEARN

THINK

COMMUNICATE

K- 12 Comprehensive MULTIPLE LITERACIES Standard:

Students will identify, locate, and evaluate information using 21st Century Skills.

Concepts	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Multiple Literacies	Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital).	Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).	Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).	Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).	Students will research, synthesize, and communicate information in a variety of media and formats (textual, visual, and digital).

COLLABORATE

K- 12 Comprehensive MULTIPLE LITERACIES Standard:
Students will identify, locate, and evaluate information using 21st Century Skills.

Concept	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Multiple Literacies	**Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital).**	**Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).**	**Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).**	**Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).**	**Students will research, synthesize, and communicate information in a variety of media and formats (textual, visual, and digital).**
Curricular Indicators **The 21st Century Skills include:** ***Core Subject Areas** ***Learning and Innovation Skills** ***Information, Media, and Technology Skills** ***Life and Career Skills** http://www.21stcenturyskills.org	Understand that information can be found in different places and formats	Explore resources to find information (e.g., print, electronic)	Explore resources to answer guiding questions (e.g., print, electronic)	Select and use multiple **resources to answer guiding** questions (e.g., print, electronic)	Select and use multiple **resources to answer guiding** questions (e.g., print, subscription databases, web resources)
	Develop understanding of authorship of print and online resources	Develop understanding of authorship of print and online resources	Discuss ethical and legal use of information	Develop understanding of ethical and legal use of information	Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used)
	Develop awareness of safe behaviors when communicating and interacting with others (e.g., rules for internet use)	Develop awareness of safe behaviors when communicating and interacting with others (e.g., safe information to share online)	Practice safe behaviors when communicating and interacting with others (e.g., safe information to share online)	Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials)	Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)
	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)

				Recognize bias and commercialism (e.g., product placement, advertising)	Recognize bias and commercialism (e.g., product placement, advertising)
	Gather and share information and opinions as a result of communication with others (e.g., computer applications, teacher controlled internet downloads, multimedia presentations)	Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations) Experience social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations) Experience social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations) Experience social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations) Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)