Reading/Writing/Speaking/Listening Standards Draft Table of Contents
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Reading/Writing/Speaking/Listening Standards Draft

READING Content Standard 1: Students will learn and apply reading skills and strategies to construct meaning.
READING Content Standard 2: Students will read to think, learn, communicate, and collaborate.
WRITING Content Standard 1: Students will learn and apply writing skills and strategies to construct meaning.
WRITING Content Standard 2: Students will write to think, learn, communicate, and collaborate.
SPEAKING / LISTENING Content Standard 1: Students will learn and apply speaking and listening skills and strategies as they construct meaning.
SPEAKING / LISTENING Content Standard 2: Students will speak and listen to think, learn, communicate, and collaborate.

READING Content Standard 1:

Students will learn and apply reading skills and strategies as they construct meaning.

By the end of:	Grade 1	Grade 4	Grade 8	Grade 12
Phonological Awareness	Students will demonstrate phonological awareness.			
Knowledge of Print	Students will demonstrate knowledge of the concepts of print.			
Word Recognition	Students will use phonograms to read, write, and spell.	Students will use structural analysis to decode and derive the meaning of unknown words.		
Text Structure and Genre	Students will distinguish between fiction and nonfiction texts.	Students will identify and apply knowledge of organizational elements to fiction and nonfiction texts.	Students will identify and apply knowledge of organizational elements to fiction and nonfiction texts.	Students will identify and apply knowledge of organizational elements to fiction and nonfiction texts.
Fluency	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.	Students will read fluently with accuracy, appropriate pace, phrasing, and expression in a variety of texts.	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.
Comprehension	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension. (Metacognition ??)	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.

Reading Content Standard 1: Students will learn and apply reading skills and strategies to construct meaning.

Phonological Awareness

	→ Grade 1	→ Grade 4	→ Grade 8	→ Grade 12
Grade Level Expectation	**Students will demonstrate phonological awareness.**			
Aligns with Existing NDE Standards:	**1.1.2**			
Example Indicators	Compare length of words or sentences Segment sentences into words Recognize and produce rhymes Blend, segment and delete syllable sounds in words Blend and segment onset and rimes (word families) Match, discriminate, blend, segment, delete, and manipulate phonemes			

Reading Content Standard 1: Students will learn and apply reading skills and strategies to construct meaning.

Knowledge of Print

	→ Grade 1	→ Grade 4	→ Grade 8	→ Grade 12
Grade Level Expectation	**Students will demonstrate knowledge of the concepts of print.**			
Aligns with Existing NDE Standards:	**1.1.3**			
Example Indicators	Recognize various types of print (font, size, bold, italic, upper case, lower case) Understand the purpose of print (carries information) Explain that stories have a beginning, a middle, and an end Understand that words are mapped to speech Understand that words are made up of letters (beginning, ending, middle sounds) Identify parts of a book (cover, pages turn from right to left, title, spine) Knowledge that print reads from top to bottom and left to right			

Reading Content Standard 1: Students will learn and apply reading skills and strategies to construct meaning.

Word Recognition

	→ Grade 1	→ Grade 4	→ Grade 8	→ Grade 12
Grade Level Expectation	**Students will use phonograms to read, write, and spell.**	**Students will use knowledge of phonograms and structural analysis to decode text.**		
Aligns with Existing NDE Standards:	**1.1.1, 1.1.2**	**4.1.1, 4.1.2**		
Example Indicators	Identify letter/ sound correspondence Blend sounds to form words Identify and read sight words Read words in connected text Identify basic word endings	Identify and use phonograms to read text • Base, roots, prefixes, suffixes, morphological units Identify word structure to read text • Compound words • Syllabication • Contractions • Possessives • Abbreviations		

Reading Content Standard 1: Students will learn and apply reading skills and strategies to construct meaning.

Text Structure and Genre

	→ Grade 1	→ Grade 4	→ Grade 8	→ Grade 12
Grade Level Expectation	**Students will distinguish between fiction and nonfiction texts.**	**Students will identify and apply knowledge of organizational elements to fiction and nonfiction texts.**	**Students will identify and apply knowledge of organizational elements to fiction and nonfiction texts.**	**Students will identify and apply knowledge of organizational elements to fiction and nonfiction texts.**
Aligns with Existing NDE Standards:	1.1.4	4.1.5, 4.1.6, 4.1.7	8.1.3, 8.1.4, 8.1.5, 8.1.6	12.1.3, 12.1.5, 12.1.6
Example Indicators **Fiction**	Distinguish between truth and make-believe in literature Identify story sequence (beginning, middle, end) Distinguish between stories and poems	Distinguish among common forms of literature such as fiction, nonfiction, poetry, and drama Distinguish between sequence (beginning, middle, end) Identify characteristics of different types of fiction (cultural tales [folktales, fairytales, tall tales], realistic fiction [mystery, adventure], science fiction, historical fiction)	Identify and evaluate characteristics of different types of fiction (legend, myth, fantasy, short story, novels, historical fiction) Identify and evaluate different types of poetry (narrative, haiku, free verse, ballad, limerick, rhyming couplets) Identify and evaluate characteristics of drama Examine reading selections across cultures, geographic regions, and time periods to build social awareness	Identify and explain characteristics of different types of fiction (legend, myth, fantasy, short story, novels, historical fiction) Identify and explain characteristics of different types of poetry (narrative, haiku, free verse, ballad, limerick, rhyming couplets, sonnet, epic) Identify and explain characteristics of drama Examine reading selections across cultures, geographic regions, and time periods to build social awareness

Nonfiction	Identify structure elements of text (titles, bold print, illustrations)	Distinguish between fact and opinion Identify characteristics of different types of nonfiction (autobiography, biography, informational text) Identify the structure of nonfiction (e.g. question/answer, cause/effect, sequence, comparison/contrast, problem/solution, description) Identify organizational elements of nonfiction texts (e.g. headings, subheadings, italics, bold print, captions)	Identify and evaluate characteristics of different types of nonfiction (informational text) in a variety of formats Apply knowledge of and analyze structure of nonfiction (question/answer, cause/effect, sequence, comparison/contrast, problem/solution, description) Apply knowledge of and analyze structure of organizational elements and graphic features of nonfiction texts (headings, subheadings, italics, bold print, captions, charts, tables, cartoons, illustrations) Examine reading selections across cultures, geographic regions, and time periods to build social awareness	Identify and explain characteristics of different types of nonfiction (informational text) in a variety of formats (e.g. essay, technical, editorial, diaries, journals, news articles, memoirs) Analyze the structure of nonfiction (cause/effect, sequencing, compare/contrast, fact/opinion) Analyze information from organizational elements and graphic features of nonfiction texts (charts, maps, and graphs) Examine reading selections across cultures, geographic regions, and time periods to build social awareness

Reading Content Standard 1: Students will learn and apply reading skills and strategies to construct meaning.

Fluency

	→ Grade 1	→ Grade 4	→ Grade 8	→ Grade 12
Grade Level Expectation	**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.**	**Students will read fluently with accuracy, appropriate pace, phrasing, and expression in a variety of texts.**	**Students will read fluently with accuracy, appropriate pace, phrasing, and expression in a variety of texts.**
Aligns with Existing NDE Standards:	(none)	(none)	(none)	(none)
Example Indicators	Track print left to right and top to bottom Notice and uses spaces to define word boundaries Recognize sight words and high-frequency words Apply decoding skills Reflect meaning in voice by recognizing and using simple punctuation while reading	Use multiple decoding strategies to read without disruption of fluency (context clues, sight words, phonics) Reflect meaning using voice through pause, stress, and phrasing Use self-correction, intonation, and pausing while reading aloud Apply fluency skills to successively more demanding levels of text Read fluently in nonfiction text as well as fiction text	Use multiple decoding strategies to read without disruption of fluency Decode multi-syllabic words without disruption of fluency Reflect meaning using voice through pause, stress, phrasing, and intonation. Use self-correction, intonation, and pausing while reading aloud Adjust fluency rate according to the audience expectations and text requirements Read complex sentences with more imbedded phrases and clauses	Use multiple decoding strategies to read without disruption of fluency Decode multi-syllabic words without disruption of fluency Reflect meaning using voice through pause, stress, phrasing, and intonation. Use self-correction, intonation, and pausing while reading aloud Adjust fluency rate according to the audience expectations and text requirements Read complex sentences with more embedded phrases and clauses

Reading Content Standard 1: Students will learn and apply reading skills and strategies to construct meaning.

Vocabulary

	→ Grade 1	→ Grade 4	→ Grade 8	→ Grade 12
Grade Level Expectation	**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.**
Aligns with Existing NDE Standards:	1.1.1, 1.1.4	4.1.1, 4.1.2	(none)	(none)
Example Indicators	Know meanings of grade-level words that appear frequently in text (K-3) Apply structural analysis to determine meaning (e.g. contractions, abbreviations, plurals) Use new vocabulary that is directly taught Relate new vocabulary to prior knowledge/familiar words Use context clues to derive meanings Understand complex terms (terms that require learning of new factual information or a related system of concepts; e.g. community or larvae) Recognize grade appropriate semantic/conceptual relationships (e.g. physical movements: chasing, tip-toed)	Apply structural analysis to determine meaning (e.g. contractions, abbreviations, plurals, possessives Use new vocabulary that is directly taught Relate new vocabulary to prior knowledge/familiar words Use context clues to derive meanings Understand complex terms (terms that require learning of new factual information or related systems of concepts Recognize grade appropriate semantic/conceptual relationships Use grade appropriate morphological relationships to	Use new vocabulary that is directly taught Relate new vocabulary to prior knowledge/familiar words Use context clues to derive meanings Understand complex terms (terms that require learning of new factual information or related systems of concepts Recognize grade appropriate semantic/conceptual relationships Use grade appropriate morphological relationships to	Use new vocabulary that is directly taught Relate new vocabulary to prior knowledge/familiar words Use context clues to derive meanings Understand complex terms (terms that require learning of new factual information or related systems of concepts Recognize grade appropriate semantic/conceptual relationships Use grade appropriate morphological relationships to

		determine meanings of words (prefixes, suffixes, roots, and bases) Determine meanings using print and digital reference materials Recognize multiple meanings of words Understand shades of meaning in related words (e.g. loud, blaring)	determine meanings of words (prefixes, suffixes, roots, and bases; e.g. "struct" – construct, destructive, instruct) Determine meanings using print and digital reference materials Recognize multiple meanings of words Understand shades of meaning in related words (e.g. loud, blaring) Recognize and understand denotative and connotative meanings Use etymology/origins of words to determine meaning Understand and recognize idioms	determine meanings of words (prefixes, suffixes, roots, and bases) Determine meanings using print and digital reference materials Recognize multiple meanings of words Understand shades of meaning in related words (e.g. loud, blaring) Recognize and understand denotative and connotative meanings Use etymology/origins of words to determine meaning Understand and recognize idiom

Reading Content Standard 1: Students will learn and apply reading skills and strategies to construct meaning.

Comprehension

	→ Grade 1	→ Grade 4	→ Grade 8	→ Grade 12
Grade Level Expectation	**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.**
Aligns with Existing NDE Standards:	1.1.4	4.1.1, 4.1.3, 4.1.8	8.1.1, 8.1.5, 8.1.6, 8.1.7	12.1.1, 12.1.2, 12.1.5, 12.1.6, 12.1.8
Example Indicators	Identify important story elements (main character, setting, events))			
	Ask clarifying questions (why, how) if meaning is unclear			
	Retell stories in sequence (beginning, middle, and end)	Summarize important information from text	Summarize important information from text	Summarize and synthesize information from texts
	Connect what is read to real-life experiences	Use prior knowledge to make connections, visualize, and / or more fully understand text	Activate or build prior knowledge to make connections, visualize, and / or more fully understand text	Activate or build prior knowledge to make connections, visualize, and / or more fully understand text
	Recall details from text	Identify the main idea and supporting details in a text	Determine the main idea and supporting details in a text	Determine the main idea and supporting details in a text
	Self-monitor comprehension and re-read to problem-solve, self-correct, or confirm	Self-monitor comprehension for accuracy and understanding, and self-correct when errors detract from meaning	Self-monitor comprehension closely, searching for information within and outside the text when needed	Self-monitor comprehension closely, searching for information within, outside, and beyond the text when needed
	Make predictions based on title, cover, illustrations, and text	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
		Identify author's purpose (to inform, entertain, etc.) in text and how an author's perspective influences the text	Analyze author's purpose and / or perspective and understand how they affect the meaning of the text	Analyze and critique author's purpose, perspective, and / or effectiveness and understand how they affect the meaning of the text
		Identify cause and effect relationships	Identify and infer cause and	Infer and analyze cause and

			effect relationships	effect relationships
		Answer literal, inferential, interpretive, and critical questions	Answer literal, inferential, interpretive, and critical questions	Answer literal, inferential, interpretive, and critical questions
		Establish a purpose for reading	Establish a purpose for reading	Establish a purpose for reading
		Self-generate questions and answer those questions (literal, inferential, interpretive, and critical) before, during, and after reading	Self-generate questions and answer those questions (literal, inferential, interpretive, and critical) before, during, and after reading	Self-generate questions and answer those questions (literal, inferential, interpretive, and critical) before, during, and after reading

Reading/Writing/Speaking/Listening Standards Draft

READING Content Standard 2:

Students will read to think, learn, communicate, and collaborate.

By the end of:	Grade 1	Grade 4	Grade 8	Grade 12
Use of Literary Devices	Students will develop awareness of literary elements in fiction and nonfiction.	Students will recognize and explain the use of literary elements and techniques *in fiction and nonfiction.*	Students will recognize and explain the use of literary elements and techniques *in fiction and nonfiction*.	Students will recognize and explain the use of literary elements, characteristics, and techniques *in fiction and nonfiction.*
Response	Students will respond to fiction and nonfiction texts in a variety of ways.	Students will respond and analyze fiction and nonfiction texts in a variety of ways.	Students will analyze and synthesize fiction and nonfiction texts in a variety of ways.	Students will synthesize and evaluate fiction and nonfiction texts in a variety of ways.
Multiple Literacies	Students will explore information (e.g. textual, visual, media, digital) to research questions, interests, and global issues	Students will select, use, and evaluate information (e.g. textual, visual, media, digital) to research questions, interests, and global issues	Students will select, evaluate and apply multiple literacies to research questions, interest, and global issues and ethically synthesize information in reading	*Students will select, evaluate and apply multiple literacies to research questions, interest, and global issues and ethically synthesize information in reading*
Dispositions	*Students will develop an understanding of the importance of and purpose for reading.*	*Students will develop an understanding of the importance of and purpose for reading.*	*Students will develop an understanding of the importance of and purpose for reading.*	*Students will develop an understanding of the importance of and purpose for reading.*
Rhetorical Awareness/ Audience Purpose Here ???	(An understanding of how CONTEXT informs literate practice: How reading, writing, speaking, and listening are shaped by the situation in which they occur.)			**Does metacognition belong here??**

Reading Content Standard 2: Students will read to think, learn, communicate, and collaborate.

Use of Literary Devices

	→ Grade 1	→ Grade 4	→ Grade 8	→ Grade 12
Grade Level Expectation	**Students will develop awareness of literary elements in fiction and nonfiction.**	**Students will recognize and explain the use of literary elements and techniques *in fiction and nonfiction.***	**Students will recognize and explain the use of literary elements and techniques *in fiction and nonfiction.***	**Students will recognize and explain the use of literary elements, characteristics and techniques *in fiction and nonfiction.***
Aligns with Existing NDE Standards:	1.1.4	4.1.3, 4.1.5, 4.1.6, 4.1.7, 4.1.8	8.1.3, 8.1.4, 8.1.5, 8.1.6	12.1.3, 12.1.5, (12.1.6 ?)
Example Indicators	Identify important story elements (characters, setting, events)	Identify the elements (e.g. characters, plot, setting, problem, events, solution). Identify the literary techniques (e.g. simile, metaphor, alliteration).	Identify and analyze the elements (characters, setting, plot, conflict, point of view, and theme) Identify the literary techniques (foreshadowing, simile, metaphor, personification, idioms, oxymorons, onomatopoeia, alliteration, hyperbole)	Identify and analyze the elements of fiction (e.g. plot, conflict, theme, point of view, setting, tone, mood, characterization) Identify and analyze the techniques of fiction (irony, foreshadowing, symbolism, flashback, metaphor, personification, epiphany, oxymoron, dialect) Identify and analyze characteristics of literature such as satire, parody, and allegory, which overlap or cut across the lines of basic genre classifications

Reading Content Standard 2: Students will read to think, learn, communicate, and collaborate.

Response

	→ Grade 1	→ Grade 4	→ Grade 8	→ Grade 12
Grade Level Expectation	**Students will respond to fiction and nonfiction texts in a variety of ways.**	**Students will respond and analyze fiction and nonfiction texts in a variety of ways.**	**Students will analyze and synthesize fiction and nonfiction texts in a variety of ways.**	**Students will synthesize and evaluate fiction and nonfiction texts in a variety of ways.**
Aligns with Existing NDE Standards:	1.1.4, 1.1.5	4.1.8	8.1.6, 8.1.7	12.1.8
Example Indicators	Respond artistically, in writing, or verbally to selections Identify and discuss ways in which literary selections relate to their own lives	Respond artistically, in writing, or verbally to selections Make connections between literary selections as they relate to self, other texts, and the experiences of others	Respond artistically, in writing, or verbally to selections Analyze connections between literary selections as they relate to self, other texts, and the experiences of others in the global community Synthesize information from texts to create new understandings in a variety of mediums (papers, paintings, presentations, plays, audio-visual projects)	Respond artistically, in writing, or verbally to selections Analyze connections between literary selections as they relate to self, other texts, and the experiences of others in the global community Synthesize information from texts to create new understandings in a variety of mediums (papers, paintings, presentations, plays, audio-visual projects, etc.) Evaluate information presented through texts Evaluate personal responses to texts

Reading Content Standard 2: Students will read to think, learn, communicate, and collaborate.

Multiple Literacies

	→ Grade 1	→ Grade 4	→ Grade 8	→ Grade 12
Grade Level Expectation Multiple literacies is the ability to know when there is a need for information, and to identify, locate, and evaluate and effectively apply 21st Century content knowledge and skills to communicate and collaborate.	**Students will explore information (e.g. textual, visual, media, digital) to research questions, interests, and global issues**	**Students will select, use, and evaluate information (e.g. textual, visual, media, digital) to research questions, interests, and global issues**	**Students will select, evaluate and apply multiple literacies to research questions, interest, and global issues and ethically synthesize information in reading**	**Students will synthesize and evaluate multiple literacies to research questions, interests, and global issues as part of a decision making process** **Students will apply multiple literacies to select, evaluate, and ethically synthesize information in reading**
Aligns with Existing NDE Standards:				
Example Indicators	Explore information by generating questions. (e.g. KWL Chart, graphic organizer, or other inquiry tool) Read, view and listen for information presented in any format in order to gain knowledge and answer questions. (e.g. read a book, listen to a speaker, listen to a podcast, or view video) Illustrate and communicate ideas and stories using available resources such as digital and media rich tools. (e.g. digital paint program, use of graphics and presentation software) *Identify letters, numbers, symbols and functions along with their location on the keyboard. (is this a skill or does it belong here????—this needs*	Develop guiding questions to frame the search for new understanding. (e.g. KWL Chart, graphic organizer, or other inquiry tool) Identify, locate and utilize multiple resources such as digital and media rich tools to answer guiding questions and validate information. (e.g. print, subscription databases & web resources) Read, view and listen for information presented in a variety of formats to gain knowledge and answer questions. (e.g. read a book, listen to a speaker, listen to a podcast, or view video) Read for content and organize thoughts. (e.g. paraphrase, summarize, predict, and organize graphically) *From pre-selected resources, students can reflect on usefulness of*	Identify and define authentic problems and significant questions for investigation. (e.g. interact with peers, authors, and others using collaborative tools to conduct literature circles on a novel read in common) Develop guiding questions and begin to self-monitor information seeking processes to frame the search for new understanding. (e.g. create timelines for research and reading, establish benchmarks for completed readings, use of student planners) Identify, locate, and utilize multiple resources such as digital and media rich tools to investigate answers beyond the collection of superficial facts. (e.g.— print, subscription databases & web resources)	Pending

	to be at the classroom level— does it fit here— this is part of the NETS standards that may be included with NCLB reauthorization)	*the source for ... task (e.g. teacher guides students to specific resources (digital, print etc.) where they decide what they want to read /use???) HELP!!! We know what we want— but we need wordsmithing here* *Demonstrate the ability to navigate web resources. (e.g. such as electronic books, simulation software, subscription databases and web sites.(is this a skill or does it belong here????—this needs to be at the classroom level—does it fit here— this is part of the NETS standards that may be included with NCLB reauthorization)*	Identify misconceptions, main and supporting ideas, conflicting information, and point of view or bias. (e.g. create an annotated bibliography to validate sources, describe one's own process for validating sources) Evaluate information from a variety of resources for relevance, accuracy, validity and appropriateness. (e.g. Need example here) *8th Grade: Need Skill Here Describe one's own process (is this a skill or does it belong here????—this needs to be at the classroom level—does it fit here— this is part of the NETS standards that may be included with NCLB reauthorization)*	

WRITING Content Standard 1: Students will learn and apply writing skills and strategies as they construct meaning.				
By the end of:	**Grade 1**	**Grade 4**	**Grade 8**	**Grade 12**
Writing Process	Students will explore 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.
Trait-Based Writing	Students will explore trait-based language to discuss, revise, and evaluate writing.	Students will use trait-based language to discuss, revise, and evaluate writing.	Students will use trait-based language to discuss, revise, and evaluate writing.	Students will use trait-based language to discuss, revise, and evaluate writing.
Genre and Organization	Students will explore various genres of writing and their organizational structures.	Students will use various genres of writing and their organizational structures.	Students will use various genres of writing and their organizational structures.	Students will use various genres of writing and their organizational structures.

Do we need to go beyond organizational structures when addressing Genre and Organization???

Literary directory – "form, style or technique or content"

???????

Writing Content Standard 1: Students will learn and apply writing skills and strategies as they construct meaning.

Writing Process

	→ Grade 1	→ Grade 4	→ Grade 8	→ Grade 12
Grade Level Expectation	**Students will explore 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.**
Aligns with Existing NDE Standards:	1.1.5, 1.1.6, 1.1.7	4.2.1, 4.2.2, 4.2.3	8.2.2, 8.2.3	12.2.1, 12.2.2
Example Indicators	Use prewriting activities to generate ideas (e.g. drawing pictures, labeling, lists, webs) Select a topic and write informally to express ideas (journal, story) Use beginning revision skills through a guided writing process Use appropriate conventions of print when writing (directionality, capitalization, punctuation) Create a finished document using legible handwriting Share writing by reading to audience	Use prewriting activities to generate and organize ideas (e.g. charts, lists, webs) Select a topic and write paragraphs and reports with a beginning, middle, and end that use related ideas and supporting details Revise writing for development of main idea with details Revise and edit writing to organize sentences and follow conventions of writing including spelling, capitalization, punctuation, etc Create and share a finished document using legible cursive writing	Use prewriting activities appropriate to the task (e.g. mapping, listing, outlining, and charting) Select a topic and develop an introduction, body of text, and conclusion with clear sequencing of ideas and use of transitional words and phrases Revise writing for increased clarity, cohesiveness or effectiveness based on input from self, peers, and adults Edit and proofread writing to correct print conventions and mechanics Use available technology to create a published written piece	Use sketches, webs, lists, diagrams, outlines, and freewriting to think about, plan for, and try out writing Analyze topic to determine purpose, audience, and genre Support ideas with facts, details, examples, and explanations from multiple authorities Revise to create an effective introduction and conclusion Revise to delete redundancies and to add words, phrases, and paragraphs to clarify meaning Write successive drafts to show substantive revisions Discuss writing to obtain feedback that will guide possible revisions Use a variety of print characteristics to make the text more accessible to the reader (e.g. titles, headings, subheadings) Use available technology to create published written work (e.g. word

				processing, PowerPo..., website entries, text layout, graphics)

Writing Content Standard 1: Students will learn and apply writing skills and strategies as they construct meaning.

Trait-Based Writing

	→ Grade 1	→ Grade 4	→ Grade 8	→ Grade 12
Grade Level Expectation	**Students will explore trait-based language to discuss, revise, and evaluate writing.**	**Students will use trait-based language to discuss, revise, and evaluate writing.**	**Students will use trait-based language to discuss, revise, and evaluate writing.**	**Students will use trait-based language to discuss, revise, and evaluate writing.**
Aligns with Existing NDE Standards:	1.1.5, 1.1.6, 1.1.7	4.2.1, 4.2.2, 4.2.3	8.2.2, 8.2.3	12.2.1, 12.2.2
Example Indicators	Explore the use of trait-based language to discuss writing Revise to increase awareness of sequential word order and punctuation when writing simple sentences Explore the use of standard English conventions in writing Grammar ?? Explore the use of trait-based criteria to evaluate own writing	Discuss writing using trait-based language Revise writing to improve organization, content, word choice, voice, conventions, and sentence fluency Edit to use standard English conventions in writing Use established trait-based criteria to evaluate own writing Determine own strengths, strategies, history, and progress as a writer	Discuss strengths, needs, and growth to determine progress as a writer Revise writing to improve clarity and effectiveness by adding relevant details and changing or rearranging text Revise writing to improve organization, content, word choice, voice, conventions, and sentence fluency Revise writing to distinguish voice by showing originality, liveliness, excitement, humor, or suspense Edit to use standard English conventions in writing Use established trait-based criteria to evaluate own writing Determine own strengths, strategies, history, and progress as a writer	Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus Revise writing to improve organization, content, word choice, voice, conventions, and sentence fluency Revise to improve style and subtlety of meaning after reconsidering audience, purpose and genre Edit to use standard English conventions in writing Use established trait-based criteria to evaluate own writing Determine own strengths, strategies, history, and progress as a writer

Writing Content Standard 1: Students will learn and apply writing skills and strategies as they construct meaning.

Genre and Organization

	→ Grade 1	→ Grade 4	→ Grade 8	→ Grade 12
Grade Level Expectation	**Students will explore various genres of writing and their organizational structures.**	**Students will use various genres of writing and their organizational structures.**	**Students will use various genres of writing and their organizational structures.**	**Students will use various genres of writing and their organizational structures.**
Aligns with Existing NDE Standards:	1.1.7	4.2.2, 4.2.4, 4.2.5	8.1.5, 8.2.2, 8.2.4	12.2.2, 12.2.3, 12.2.4
Example Indicators Examples of **genres**: poetry, drama, short story, essay, novel, technical, personal, journalistic, compare & contrast. Types of **organization**: chronological/sequential, spatial, order of importance, cause and effect, general to specific.	Explore the types of organization for writing including sequential order, chronological order, and *general to specific order* Write or tell a story that shows an understanding of beginning, middle, and end Write an informational piece that uses *general to specific order* Explore various genres of writing including personal writing, story writing, informational writing, and others	Write a personal narrative using the appropriate elements (*plot, setting, problem, events, and solution*) and organizational structure (*beginning, middle, and end*) Write an expository piece using the appropriate elements (*topic sentence, supporting details, transitions*) and organizational structure (*beginning, middle, and end*) Write clear and concise instructions Write in a variety of genres including poetry, letter, and story	Write an informative essay using the appropriate elements (*thesis, supporting details, transitions, concluding thoughts*)and organizational structure (*introduction, body, and conclusion*) Write a descriptive essay using the appropriate elements (*thesis, supporting details, transitions, concluding thoughts*) and organizational structure (*introduction, body, and conclusion*) Write a research report using the appropriate elements (*thesis, supporting evidence, concluding information, bibliography, conventions of formatting*)and organizational structure (*title page, introduction, body of supporting evidence, conclusion, bibliography*) Write clear and concise instructions Write coherent messages, instructions, descriptions, summaries, and reports using appropriate forms	Write a persuasive essay using the appropriate elements (*thesis, supporting details, transitions, concluding thoughts*) and organizational structure (*introduction, body, and conclusion)* Write a research report using the appropriate elements (*thesis, supporting evidence, concluding information, bibliography, conventions of formatting)* and organizational structure (*title page, abstract, introduction, body of supporting evidence, conclusion, bibliography)* Write internal and external technical correspondence to convey and obtain information Write informational/technical messages, inquiries, persuasive messages, executive summaries, and written reports consistent with professional standards. Write in a variety of genres including poetry, letter, story, and essay

			Write in a variety of genres including poetry, letter, and story.	

WRITING Content Standard 2: Students will write to think, learn, communicate, and collaborate.				
By the end of:	**Grade 1**	**Grade 4**	**Grade 8**	**Grade 12**
Rhetorical Awareness	Students will express themselves in writing to communicate ideas, opinions, and perspectives.	Students will express themselves in writing to communicate ideas, opinions, and perspectives.	Students will express themselves in writing to communicate ideas, opinions, and perspectives.	Students will express themselves in writing to communicate ideas, opinions, and perspectives.
Metacognition	Students will understand themselves as writers in order to develop their own writing voice. Students will understand and use writing as a cognitive tool.	Students will understand themselves as writers in order to develop their own writing voice. Students will understand and use writing as a cognitive tool.	Students will understand themselves as writers in order to develop their own writing voice. Students will understand and use writing as a cognitive tool.	Students will understand themselves as writers in order to develop their own writing voice. Students will understand and use writing as a cognitive tool.
Multiple Literacies	**Pending**			
Dispositions	*Students will develop an understanding of the importance of and purpose for writing.*	*Students will develop an understanding of the importance of and purpose for writing.*	*Students will develop an understanding of the importance of and purpose for writing.*	*Students will develop an understanding of the importance of and purpose for writing.*

Writing Content Standard 2: Students will write to think, learn, communicate, and collaborate.

Rhetorical Awareness

	→ Grade 1	→ Grade 4	→ Grade 8	→ Grade 12
Grade Level Expectation	**Students will express themselves in writing to communicate ideas, opinions, and perspectives.**	**Students will express themselves in writing to communicate ideas, opinions, and perspectives.**	**Students will express themselves in writing to communicate ideas, opinions, and perspectives.**	**Students will express themselves in writing to communicate ideas, opinions, and perspectives.**
Aligns with Existing NDE Standards:	1.1.4, 1.1.5	4.2.4	8.2.4, 8.2.5	12.2.3, 12.2.4, 12.2.5
Example Indicators An understanding of how CONTEXT informs literate practice: How reading, writing, speaking, and listening are shaped by the situation in which they occur.	Explore writing for a variety of purposes Explore writing for a variety of audiences.	Identify different audiences and purposes for writing. Write to address different audiences and purposes. Select appropriate language, approach, content, and style for purpose and audience.	Write for different audiences and purposes. Select appropriate language, approach, content, and style for purpose and audience.	Write for different audiences and purposes. Select appropriate language, approach, content, and style for purpose and audience

Writing Content Standard 2: Students will write to think, learn, communicate, and collaborate.

Metacognition

	→ Grade 1	→ Grade 4	→ Grade 8	→ Grade 12
Grade Level Expectation	**Students will understand themselves as writers in order to develop their own writing voice.** **Students will understand and use writing as a cognitive tool.**	**Students will understand themselves as writers in order to develop their own writing voice.** **Students will understand and use writing as a cognitive tool.**	**Students will understand themselves as writers in order to develop their own writing voice.** **Students will understand and use writing as a cognitive tool.**	**Students will understand themselves as writers in order to develop their own writing voice.** **Students will understand and use writing as a cognitive tool.**
Aligns with Existing NDE Standards:				
Example Indicators				

Pending

Writing Content Standard 2: Students will write to think, learn, communicate, and collaborate.

Multiple Literacies

	→ Grade 1	→ Grade 4	→ Grade 8	→ Grade 12
Grade Level Expectation	Pending			
Aligns with Existing NDE Standards:				
Example Indicators	Pending			

SPEAKING / LISTENING Content Standard 1: Students will learn and apply speaking and listening skills and strategies as they construct meaning.				
By the end of:	**Grade 1**	**Grade 4**	**Grade 8**	**Grade 12**
Speaking Skills	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, apply and refine speaking skills to communicate key ideas in a variety of situations.	Students will develop, apply and refine 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 apply active listening skills across a variety of situations.	Students will develop, apply and refine active listening skills across a variety of situations.	Students will develop, apply and refine active listening skills across a variety of situations.

Speaking/Listening Content Standard 1:Students will learn and apply speaking and listening skills and strategies as they construct meaning.

Speaking Skills

	→ Grade 1	→ Grade 4	→ Grade 8	→ Grade 12
Grade Level Expectation	**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, apply and refine speaking skills to communicate key ideas in a variety of situations.**	**Students will develop, apply and refine speaking skills to communicate key ideas in a variety of situations.**
Aligns with Existing NDE Standards:	1.2.1, 1.1.5	4.3.1	8.3.1, 8.3.2	12.3.1, 12.3.2
Example Indicators Speaking Techniques (voice, conventions of speaking, vocabulary (language), ideas and content, use of tools)	Communicate effectively about experiences and stories Present information in a logical sequence Use the appropriate voice level and intonation when speaking or reading aloud Describe personal experiences using appropriate oral language choices for the situation Communicate information in daily classroom activities and routines.	Make informal oral presentations about personal experiences and familiar topics using appropriate language choices for the purpose and occasion Present information in ways that engage the listener's (s') attention Demonstrate understanding of a topic or experience through presentation Sequence ideas, examples, and evidence in a way that shows relationships Integrate a variety of media sources in the delivery of the spoken word (multiple literacies) Produce a media-rich presentation on a given topic Demonstrate language choices, body language, eye contact, gestures, and appropriate use of graphics and available technology. Use language expressively	Demonstrate a well-organized presentation with a introduction, body, and conclusion Demonstrate language choices, body language, eye contact, gestures, and appropriate use of graphics and available technology. Research, organize, and effectively deliver speeches to entertain, inform, and persuade Produce a media-rich presentation on a given topic Use language expressively **Multiple literacies addressed here.**	Research and organize information and demonstrate effective speaking skills for a variety of formal and informal purposes Demonstrate a well-organized presentation with a introduction, body, and conclusion Adjust voice, tone, and language to match requirements of real-world situations Research, organize and deliver information to entertain, inform, and persuade for a variety of purposes. Demonstrate language choices, body language, eye contact, gestures, and appropriate use of graphics and available technology. Produce a media-rich presentation on a given topic Use language expressively

Speaking/Listening Content Standard 1:Students will learn and apply speaking and listening skills and strategies as they construct meaning.

Listening Skills

	→ Grade 1	→ Grade 4	→ Grade 8	→ Grade 12
Grade Level Expectation	**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, apply and refine active listening skills across a variety of situations.**	**Students will develop, apply and refine active listening skills across a variety of situations.**
Aligns with Existing NDE Standards:	1.3.1	4.3.1, 4.4.1	8.3.1, 8.4.1	12.3.1
Example Indicators	Interpret verbal and nonverbal cues of the speaker Listen for information in order to complete a task Understand directions Listen carefully to the spoken directions, interpret their meaning, and carry them out Listening attentively to fiction and nonfiction read-alouds and demonstrate understanding Retell specific details of information heard Monitor own understanding Make accurate inferences based on listening	Apply different strategies for understanding a received message Listening to information presented orally and show an understanding of key points Listen to and comprehend thoughts, ideas, and information being communicated Listen to multi-step directions, review them in their mind, and then carry them out Evaluate what is heard, connect to prior knowledge, and draw conclusions Make accurate inferences based on listening Listen attentively to speakers and take notes to ensure accuracy of information Monitor understanding, ask questions to clarify Develop the listening skills needed for multiple situations and modalities (listening via	Identify and utilize appropriate information in orally presented materials Utilize relevant reflection and thoughtful questioning based on what is heard Adapt listening strategies for specific purposes Monitor understanding, ask questions to clarify Develop the listening skills needed for multiple situations and modalities (listening via video, audio, distance, one-to-one group, live group)	Synthesize and correct information received orally and apply to relevant situations Summarize and evaluate information given in a multi-media format Monitor understanding, ask questions to clarify Develop the listening skills needed for multiple situations and modalities (listening via video, audio, distance, one-to-one group, live group)

		video, audio, distance, one-to-one group, live group)		

SPEAKING / LISTENING Content Standard 2:

Students will speak and listen to think, learn, communicate, and collaborate.

By the end of:	Grade 1	Grade 4	Grade 8	Grade 12
Rhetorical Awareness	Students will develop reciprocal communication skills for different purposes.	Students will develop and apply reciprocal communication skills for different purposes.	Students will develop, apply and adapt reciprocal communication skills for different purposes.	Students will develop, apply and adapt reciprocal communication skills for different purposes.
Multiple Literacies	Pending			
Dispositions	*Students will develop an understanding of the importance of and purpose for speaking and listening.*	*Students will develop an understanding of the importance of and purpose for speaking and listening.*	*Students will develop an understanding of the importance of and purpose for speaking and listening.*	*Students will develop an understanding of the importance of and purpose for speaking and listening.*

Does metacognition belong here??

Speaking/Listening Content Standard 2:Students will learn and apply speaking and listening skills and strategies as they construct meaning.

Rhetorical Awareness

	→ Grade 1	→ Grade 4	→ Grade 8	→ Grade 12
Grade Level Expectation	**Students will develop reciprocal communication skills for different purposes.**	**Students will develop and apply reciprocal communication skills for different purposes.**	**Students will develop, apply, and adapt reciprocal communication skills for different purposes.**	**Students will develop, apply, and adapt reciprocal communication skills for different purposes.**
Aligns with Existing NDE Standards:	1.2.1, 1.3.1	4.3.1, 4.4.1	8.3.1, 8.4.1	12.3.1
Example Indicators An understanding of how CONTEXT informs literate practice: How reading, writing, speaking, and listening are shaped by the situation in which they occur.	Initiate and maintain conversations with peers and adults familiar to the child Enter conversation appropriately Engage in turn taking Sustain a conversation Use polite conversational conventions Use basic conversation strategies (e.g. facing the speaker, not talking while others are talking, taking turns, etc.) Ask questions of speakers, using appropriate tone and eye contact Use appropriate self-disclosure	Enter conversation appropriately Ask questions of speakers, using appropriate tone and eye contact Use appropriate self-disclosure Make relevant contributions to class discussions by expressing ideas, opinions and feelings Demonstrate awareness of words that are connotative meaning relative to social values Demonstrate awareness of and sensitivity to the use of words that impute stereotypes (race, gender, age) in general as well as to a particular audience. Actively work to use culturally context language Demonstrate awareness of balance and participation in conversation Use turn taking conventions Contribute information and ask questions relevant to the topic discussed	Use appropriate self-disclosure Demonstrate understanding by paraphrasing and/or summarizing Ask questions and make relevant comments about the content in information discussions and conversations Recognize various obstacles or destructive patterns of communication	Use appropriate self-disclosure Recognize various obstacles or destructive patterns of communication Communicate complex directions Lead a group discussion Collaboration with others Selects persuasive vocabulary while engaging in dialogue Accept criticism Ask questions to clarify

		Gain the floor in appropriate ways Provide accurate directions Stay on topic or create appropriate transitions to a new topic Recognize/identify the connotation and denotation of words Demonstrate awareness of subtle differences in meaning of words Adapts vocabulary to suit the listeners and message Incorporate new vocabulary in discussions Demonstrate the awareness of underlying connotations of words Understand the role of non-verbal in reciprocal interaction		

Speaking/Listening Content Standard 2:Students will learn and apply speaking and listening skills and strategies as they construct meaning.

Multiple Literacies

	→ Grade 1	→ Grade 4	→ Grade 8	→ Grade 12
Grade Level Expectation	Pending			
Aligns with Existing NDE Standards:				
Example Indicators	Pending			