Grade Levels K-4
Nebraska Language Arts Standards

As approved by State Board 4/2/09

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K- 12 Comprehensive READING Standard:
Students will learn and apply reading skills and strategies to comprehend text.
- **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 communicate.
- **Writing Process**
- **Writing Genres**

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

K- 12 Comprehensive MULTIPLE LITERACIES Standard:
Students will identify, locate, and evaluate information.
- **Multiple Literacies**

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

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.	*Concept mastered at a previous grade level*		
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 grade level text.	Students will use phonetic analysis to read, write, and spell grade level text.	Students will use phonetic analysis to read, write, and spell grade level text.	Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.	Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.
Fluency	Students will demonstrate accuracy, phrasing, and expression during grade level reading experiences.	Students will demonstrate accuracy, phrasing, and expression while reading grade level text.	Students will develop and demonstrate accuracy, phrasing, and expression while reading grade level text.	Students will develop accuracy, phrasing, and expression while reading grade level text.	Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.
Vocabulary	Students will build literary, general academic, and content specific grade level vocabulary.	Students will build literary, general academic, and content specific grade level vocabulary.	Students will build literary, general academic, and content specific grade level vocabulary.	Students will build literary, general academic, and content specific grade level vocabulary.	Students will build literary, general academic, and content specific grade level vocabulary.
Comprehension	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

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K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.					
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	LA 0.1.1.a Identify variations in print (e.g., font, size, bold, italic, upper/lower case) LA 0.1.1.b . Explain that the purpose of print is to carry information (e.g., environmental print, names) LA 0.1.1.c Demonstrate voice to print match (e.g., student points to print as someone reads) LA 0.1.1.d Demonstrate understanding that words are made up of letters LA 0.1.1.e Identify parts of a book (e.g., cover, pages, title, author, illustrator) LA 0.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom	LA 1.1.1.a Identify variations in print (e.g., font, size, bold, italic, upper/lower case) LA 1.1.1.b Explain that the purpose of print is to carry information LA 1.1.1.c Demonstrate voice to print match (e.g., student points to words while reading) LA 1.1.1.d Demonstrate understanding that words are made up of letters LA 1.1.1.e Identify parts of a book (e.g., pages, title, title page, author, illustrator, table of contents) LA 1.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom	*Concept mastered at a previous grade level*		

	LA 0.1.1.g Identify punctuation (e.g., period, exclamation mark, question mark)	LA 1.1.1.g Identify punctuation (e.g., period, quotation marks, exclamation mark, question mark)	

K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.					
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	LA 0.1.2.a Segment spoken sentences into words LA 0.1.2.b Identify and produce oral rhymes LA 0.1.2.c Blend and segment syllable sounds in spoken words (e.g., cupcake, birthday) LA 0.1.2.d Blend spoken onsets and rimes to form simple words (e.g., v-an, gr-ab) LA 0.1.2.e Segment onsets and rimes orally (e.g., v-an, gr-ab) LA 0.1.2.f Blend phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)	LA 1.1.2.a Segment spoken sentences into words LA 1.1.2.b Identify and produce oral rhymes LA 1.1.2.c Blend and segment syllable sounds in spoken words LA 1.1.2.d Blend and segment onset and rime orally (e.g., v-an, gr-ab) LA 1.1.2.e Manipulate phonemes orally (e.g., blend, segment) LA 1.1.2.f 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)	*Concept mastered at a previous grade level*		

	LA 0.1.2.g Segment phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)		

K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.					
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 grade-level text.**	**Students will use phonetic analysis to read, write, and spell grade-level text.**	**Students will use phonetic analysis to read, write, and spell grade-level text.**	**Students will use knowledge of phonetic and structural analysis to read, write, and spell grade-level text.**	**Students will use knowledge of phonetic and structural analysis to read, write, and spell grade-level text.**
Curricular Indicators	LA 0.1.3.a Identify upper and lower case letters	LA 1.1.3.a Read, write, and spell words by applying common letter-sound correspondences (e.g., single letter consonants, consonant blends, long and short vowels, digraphs)	LA 2.1.3.a Use knowledge of letter/sound correspondence and spelling patterns to read, write, and spell (e.g., consonant and vowel digraphs, diphthongs)	LA 3.1.3.a Use advanced sound/spelling patterns (e.g., special vowel spellings [ough, ion], multi-syllable words) to read, write, and spell	LA 4.1.3.a Use advanced sound/spelling patterns (e.g., vowel variance, multi-syllable words) to read, write, and spell
	LA 0.1.3.b Match consonant and short vowel sounds to appropriate letters (e.g., match letters to sounds while writing)	LA 1.1.3.b Use common word patterns to read, write, and spell new words (e.g., r-controlled letter-sound associations, endings [-s, -ing, -ed], consonant blends)			
	LA 0.1.3.c Read at least 25 basic high frequency words from a commonly used list	LA 1.1.3.c Read at least 100 high-frequency words from a commonly used list	LA 2.1.3.b Read, write, and spell sight words	LA 3.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)	LA 4.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)
	LA 0.1.3.d Use phonetic knowledge to write (e.g., approximated spelling)	LA 1.1.3.d Spell single syllable phonetically regular words			

		LA 1.1.3.e Blend sounds to read words	LA 2.1.3.c Blend sounds to form words		
	LA 0.1.3.e Recognize known words in connected text (e.g., big book, environmental print, class list, labels)	LA 1.1.3.f Read words in connected text	LA 2.1.3.d Read words in connected text		
	LA 0.1.3.f Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written	LA 1.1.3.g Use word structure to read text including onsets and rimes, contractions, and common compound words (e.g., football, popcorn, daydream)	LA 2.1.3.e Use word structure to read text (e.g., onset and rime, prefixes/suffixes, compound words, contractions, syllabication, derivation)		
		LA 1.1.3.h Monitor the accuracy of decoding	LA 2.1.3.f Monitor the accuracy of decoding		

K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.					
Concept	**Grade Level Standards**				
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Fluency	**Students will demonstrate accuracy, phrasing, and expression during grade level reading experiences.**	**Students will demonstrate accuracy, phrasing, and expression while reading grade-level text.**	**Students will develop and demonstrate accuracy, phrasing, and expression while reading grade level text.**	**Students will develop accuracy, phrasing, and expression while reading grade-level text.**	**Students will read a variety of grade-level texts fluently with accuracy, appropriate pace, phrasing, and expression.**
Curricular Indicators	LA 0.1.4.a Imitate adult's expression, reflecting meaning with voice (e.g., pause, stress, phrasing)	LA 1.1.4.a Read in meaningful phrases that sound like natural language to support comprehension	LA 2.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension	LA 3.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension	LA 4.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension
		LA 1.1.4.b Use a core of high-frequency words and phrases	LA 2.1.4.b Read high-frequency words and phrases accurately and automatically	LA 3.1.4.b Read words and phrases accurately and automatically	LA 4.1.4.b Read words and phrases accurately and automatically
	LA 0.1.4.b Imitate repeating language patterns during reading (e.g., modeled reading, choral reading)	LA 1.1.4.c Use repeating language patterns when reading			
		LA 1.1.4.d Use voice intonation (e.g., volume, tone, emphasis) to influence the meaning of text (e.g., character voices, excitement, sadness)	LA 2.1.4.c Vary voice intonation (e.g., volume, tone) to reflect meaning of text	LA 3.1.4.c Demonstrate conversational tone (e.g., volume, emphasis) and use of punctuation to reflect meaning of text	LA 4.1.4.c Demonstrate conversational tone (e.g., volume, pitch) and use of punctuation to reflect meaning of text
	LA 0.1.4.c Read familiar text with others, maintaining an appropriate pace	LA 1.1.4.e Read along with others and independently practice keeping an appropriate pace for a text	LA 2.1.4.d Use appropriate pace while reading to gain and enhance the meaning of text	LA 3.1.4.d Demonstrate varied pace while reading orally to enhance the meaning of text through pause, stress, and phrasing	LA 4.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.					
Concept	**Grade Level Standards**				
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Vocabulary	**Students will build literary, general academic, and content specific grade-level vocabulary.**	**Students will build literary, general academic, and content specific grade-level vocabulary.**	**Students will build literary, general academic, and content specific grade level vocabulary.**	**Students will build literary, general academic, and content specific grade level vocabulary.**	**Students will build literary, general academic, and content specific grade level vocabulary.**
Curricular Indicators	LA 0.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds)	LA 1.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words)	LA 2.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)	LA 3.1.5.a Apply word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)	LA 4.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words)
	LA 0.1.5.b Relate new grade-level vocabulary to prior knowledge and use in new situations	LA 1.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations	LA 2.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations	LA 3.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations	LA 4.1.5.b Relate new grade-level vocabulary to prior knowledge and use in new situations
	LA 0.1.5.c Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features (e.g., titles, bold print, illustrations) that may be used to infer the meaning of unknown words	LA 1.1.5.c Demonstrate understanding that context clues (e.g., word and sentence clues, re-reading) and text features (e.g., photos, illustrations, titles, bold print) exist and may be used to help infer the meaning of unknown words	LA 2.1.5.c Identify and use context clues (e.g., word and sentence clues, re-reading) and text features (e.g., illustrations, graphs, titles, bold print) to help infer meaning of unknown words	LA 3.1.5.c Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words	LA 4.1.5.c Apply context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words

	LA 0.1.5.d Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes) LA 0.1.5.e Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer(s) teacher)	LA 1.1.5.d Define, sort, and categorize words into conceptual categories (e.g., opposites, living things, synonyms) LA 1.1.5.e Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer(s) teacher) LA 1.1.5.f Locate words in reference materials (e.g., alphabetical order)	LA 2.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings) LA 2.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary) LA 2.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words)	LA 3.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings) LA 3.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary) LA 3.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words)	LA 4.1.5.d Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings) LA 4.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)

K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.					
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 while reading grade-level text.**	**Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.**	**Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.**	**Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.**	**Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.**
Curricular Indicators **Author's Purpose**	LA 0.1.6.a Explain that the author and illustrator create books	LA 1.1.6.a Identify author, illustrator, and author's purpose (e.g., explain, entertain, inform)	LA 2.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension	LA 3.1.6.a Identify author's purpose(s) (e.g. explain, entertain, inform, persuade) to support text comprehension	LA 4.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text
Narrative Text Plot includes sequence of events and conflict/resolution	LA 0.1.6.b Identify elements of the story including setting, character, and events LA 0.1.6.c Retell information from narrative text including characters, setting, and events	LA 1.1.6.b Identify elements of narrative text (e.g., characters, setting, events) LA 1.1.6.c Retell information from narrative text including characters, setting, and events	LA 2.1.6.b Identify elements of narrative text (e.g., characters, setting, plot) LA 2.1.6.c Retell information from narrative text including characters, setting, and plot	LA 3.1.6.b Identify elements of narrative text (e.g., characters, setting, plot, point of view) LA 3.1.6.c Retell and summarize narrative text including characters, setting, and plot with supporting details	LA 4.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme) LA 4.1.6.c Summarize narrative text including characters, setting, and plot with supporting details

	LA 0.1.6.d Indicate that authors use words in different ways (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia, sensory details)	LA 1.1.6.d Identify the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)	LA 2.1.6.d Explain the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)	LA 3.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)	LA 4.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)
Informational Text	LA 0.1.6.e Retell main ideas from informational text	LA 1.1.6.e Retell main ideas from informational text	LA 2.1.6.e Retell and summarize the main idea from informational text	LA 3.1.6.e Retell and summarize the main idea from informational text using supporting details	LA 4.1.6.e Retell and summarize the main idea from informational text using supporting details
		LA 1.1.6.f Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast)	LA 2.1.6.f Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast)	LA 3.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)	LA 4.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)
	LA 0.1.6.f Identify text features in informational text (e.g., titles, bold print, illustrations)	LA 1.1.6.g Identify text features in informational text (e.g., titles, bold print, italic, illustrations, captions)	LA 2.1.6.g Use text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, titles, bold print, captions)	LA 3.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)	LA 4.1.6.g Apply knowledge of 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)

Multi-Genre	LA 0.1.6.g Demonstrate a basic knowledge of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books) LA 0.1.6.h Make connections between characters or events in narrative and informational text, to own life or other cultures	LA 1.1.6.h Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books) LA 1.1.6.i Make connections between characters or events in narrative and informational text, to own life or other cultures	LA 2.1.6.h Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to books) LA 2.1.6.i Compare and contrast connections between characters or events in narrative or informational text, to own life or other cultures	LA 3.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks) LA 3.1.6.i Use narrative or informational text to develop a multi-cultural perspective	LA 4.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks) LA 4.1.6.i Use narrative or informational text to develop a multi-cultural perspective
Questions/ Answers	LA 0.1.6.i Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text	LA 1.1.6.j Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text	LA 2.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text	LA 3.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text	LA 4.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text
Purpose	LA 0.1.6.j Identify different purposes for reading (e.g., information, pleasure)	LA 1.1.6.k Identify and explain purpose for reading (e.g., information, pleasure)	LA 2.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)	LA 3.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)	LA 4.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)

Connections/ Predictions	LA 0.1.6.k Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading LA 0.1.6.l Make predictions about a text using prior knowledge, pictures, and titles	LA 1.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading LA 1.1.6.m Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning LA 1.1.6.n Confirm predictions about what will happen next in a text by using meaning clues (e.g., pictures, titles, cover, story sequence, key words)	LA 2.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading LA 2.1.6.m Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning LA 2.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., illustrations, personal experience, events, character traits)	LA 3.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading LA 3.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct LA 3.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience) LA 3.1.6.o Use examples and details in a text to make inferences about a story or situation	LA 4.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading LA 4.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct LA 4.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., title, topic sentences, font, key words, foreshadowing clues) LA 4.1.6.o Use examples and details in a text to make inferences about a story or situation
Response	LA 0.1.6.m Respond to text verbally, in writing, or artistically	LA 1.1.6.o Respond to text verbally, in writing, or artistically	LA 2.1.6.o Respond to text verbally, in writing, or artistically	LA 3.1.6.p Respond to text verbally, in writing, or artistically	LA 4.1.6.p 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 communicate.

Concepts	Grade Level Standards				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Writing Process	Students will use writing to communicate.	Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.
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 communicate.					
Concept	**Grade Level Standards**				
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Writing Process	**Students will use writing to communicate.**	**Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.**	**Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.**	**Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.**	**Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.**
Curricular Indicators	LA 0.2.1.a Demonstrate that writing communicates thoughts and ideas LA 0.2.1.b Apply prewriting activities to generate ideas (e.g., brainstorming, discussions, drawing, literature, personal/classroom experiences) LA 0.2.1.c Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic	LA 1.2.1.a Demonstrate that writing communicates thoughts and ideas LA 1.2.1.b Apply prewriting activities and inquiry tools to generate ideas (e.g., draw, brainstorm, graphic organizer, writing tools) LA 1.2.1.c Generate a draft by: • Selecting and organizing ideas relevant to topic, purpose, and genre • Composing complete sentences of varying length and	LA 2.2.1.a Use prewriting activities and inquiry tools to generate ideas (e.g., brainstorm, map, free write, graphic organizer) LA 2.2.1.b Generate a draft by: • Selecting and organizing ideas relevant to topic, purpose, and genre • Composing complete sentences of varying length, and	LA 3.2.1.a Use prewriting activities and inquiry tools to generate and organize information (e.g., sketch, brainstorm, web, free write, graphic organizer, storyboarding, and word processing tools) LA 3.2.1.b Generate a draft by: • Selecting and organizing ideas relevant to topic, purpose, and genre • Composing paragraphs with grammatically	LA 4.2.1.a Use prewriting 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, word processing tools, multimedia) LA 4.2.1.b Generate a draft by: • Selecting and organizing ideas relevant to topic, purpose, and genre • Composing paragraphs with grammatically

		complexity (e.g., dictation, labeling, simple sentences)	complexity, and type (e.g., dictation, labeling, simple sentences declarative, interrogative, exclamatory) • Developing a coherent beginning and end	correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, and exclamatory) • Developing paragraphs with topic sentences and supporting facts and details	correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative) • Developing introductory and concluding paragraphs
	LA 0.2.1.d Revise writing by adding details	LA 1.2.1.d Revise writing by adding details (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	LA 2.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	LA 3.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	LA 4.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
		LA 1.2.1.e Provide feedback to other writers	LA 2.2.1.d Provide oral feedback to other writers; utilize others' feedback to improve own writing	LA 3.2.1.d Provide oral and/or written feedback to other writers; utilize others' feedback to improve own writing	LA 4.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing
	LA 0.2.1.e Edit writing for format and conventions (e.g., correct spelling of frequently used words, basic punctuation such as period, exclamation mark, question mark)	LA 1.2.1.f Edit writing for format and conventions (e.g., correct spelling of frequently used words, capitalization, grammar, basic punctuation such as exclamation mark.	LA 2.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)	LA 3.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	LA 4.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
	LA 0.2.1.f Publish a legible document (e.g., handwritten)				
	LA 0.2.1.g Print all uppercase and lowercase letters, attending to the form of the letters	LA 1.2.1.g Publish a legible document (e.g., handwritten)	LA 2.2.1.f Publish a legible document (e.g., handwritten or electronic)	LA 3.2.1.f Publish a legible document (e.g., handwritten or electronic)	LA 4.2.1.f Publish a legible document (e.g., handwritten or electronic)

		LA 1.2.1.h Write with appropriate spaces between letters, words, and sentences.	LA 2.2.1.g Print legibly (e.g., letter formation, letter size, spacing, alignment)	LA 3.2.1.g Write legibly in cursive	

K-12 Comprehensive Writing Standard: Students will learn and apply writing skills and strategies to communicate.					
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, class notes, memoir, biography, 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	LA 0.2.2.a Write for a specific purpose (e.g., lists, alphabet book, story with picture, label objects in classroom) LA 0.2.2.b Write to known audience or specific reader (e.g., letter to a familiar person, note to teacher, thank you note)	LA 1.2.2.a Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter) LA 1.2.2.b Write to known audience or specific reader (e.g., letter to familiar person) LA 1.2.2.c Write books and short pieces of writing that tell a story and/or provide information to readers about a topic	LA 2.2.2.a Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter) LA 2.2.2.b Write to known audience or specific reader (e.g. letter to familiar person) LA 2.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)	LA 3.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct) LA 3.2.2.b Write considering audience and what the reader needs to know LA 3.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)	LA 4.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct) LA 4.2.2.b Write considering audience and what the reader needs to know; select words and format with audience in mind LA 4.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, formal letter)
Examples of Organizational Structure: Description, sequence, cause and effect, problem/solution, compare and contrast, persuasion					

		LA 1.2.2.d Write stories with a beginning, middle, and end LA 1.2.2.e Compare models and examples (own and others) of various genres create similar pieces	LA 2.2.2.d Use an organizational structure that includes a central idea or focus LA 2.2.2.e Compare models and examples (own and others) of various genres to create a similar piece	LA 3.2.2.d Apply an organizational structure appropriate to the task (e.g., logical, sequential order) LA 3.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece	LA 4.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order) LA 4.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece

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THINK

COMMUNICATE

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

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 demonstrate 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.

COLLABORATE

K-12 Comprehensive Speaking/Listening Standard: Students will learn and apply speaking and listening skills and strategies to communicate.					
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	LA 0.3.1.a Communicate ideas orally in daily classroom activities and routines	LA 1.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance) LA 1.3.1.b Communicate orally in daily classroom activities and routines	LA 2.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance) LA 2.3.1.b Demonstrate speaking techniques for a variety of purposes and situations	LA 3.3.1.a Communicate ideas and information in a clear and concise manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance) LA 3.3.1.b Demonstrate speaking techniques for a variety of purposes and situations LA 3.3.1.c Utilize available media to enhance communication (e.g., poster, overhead)	LA 4.3.1.a Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting LA 4.3.1.b Demonstrate speaking techniques for a variety of purposes and situations LA 4.3.1.c Utilize available media to enhance communication (e.g., presentation software, poster)

K-12 Comprehensive Speaking/Listening Standard: Students will learn and apply speaking and listening skills and strategies to communicate.					
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	LA 0.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation) LA 0.3.2.b Complete a task after listening for information LA 0.3.2.c Listen and retell main ideas of information	LA 1.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation) LA 1.3.2.b Use information in order to complete a task (e.g., following one- or two-step directions, responding to questions) LA 1.3.2.c Listen and retell specific details of information LA 1.3.2.d Listen to and ask questions about thoughts, ideas, and information being communicated	LA 2.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, teacher presentation) LA 2.3.2.b Use information in order to complete a task (e.g., follow multi-step directions, responding to questions) LA 2.3.2.c Listen and retell specific details of information heard LA 2.3.2.d Listen to and ask questions about thoughts, ideas, and information being communicated	LA 3.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation) LA 3.3.2.b Use information in order to complete a task LA 3.3.2.c Listen, ask questions to clarify, and take notes to ensure accuracy of information LA 3.3.2.d Listen to and summarize thoughts, ideas, and information being communicated	LA 4.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation) LA 4.3.2.b Listen, ask questions to clarify, and take notes to ensure accuracy of information LA 4.3.2.c Listen to, summarize, and explain thoughts, ideas, and information being communicated

K-12 Comprehensive Speaking/Listening Standard: Students will learn and apply speaking and listening skills and strategies to communicate.					
Concept	**Grade Level Standards**				
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Reciprocal Communication	**Students will demonstrate 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	LA 0.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words) LA 0.3.3.b Demonstrate conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact) LA 0.3.3.c Participate in learning situations (e.g., small groups, show and share, cooperative problem solving, play)	LA 1.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words) LA 1.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact) LA 1.3.3.c Participate in learning situations (e.g. small groups, show and share, cooperative problem solving, play)	LA 2.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words, stereotypes, multiple meanings of words) LA 2.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact, stay on topic, non-verbal cues) LA 2.3.3.c 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)	LA 3.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., stereotypes, multiple meanings of words) LA 3.3.3.b Apply 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) LA 3.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	LA 4.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, multiple meanings of words) LA 4.3.3.b Apply 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) LA 4.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

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K- 12 Comprehensive MULTIPLE LITERACIES Standard:
Students will identify, locate, and evaluate information.

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).

COMMUNICATE

COLLABORATE

K- 12 Comprehensive MULTIPLE LITERACIES Standard: Students will identify, locate, and evaluate information.					
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 **Multiple Literacies include:** ***Core Subject Areas** ***Learning and Innovation Skills** ***Information, Media, and Technology Skills** ***Life and Career Skills** **http://www.21stcenturyskills.org**	LA 0.4.1.a Identify resources to find information (e.g., print, electronic)	LA 1.4.1.a Identify resources to find information (e.g., print, electronic)	LA 2.4.1.a Use resources to answer guiding questions (e.g., print, electronic)	LA 3.4.1.a Select and use multiple resources to answer guiding questions (e.g., print, electronic)	LA 4.4.1.a Select and use multiple resources to answer guiding questions (e.g., print, subscription databases, web resources)
	LA 0.4.1.b Demonstrate understanding of authorship of print and online resources	LA 1.4.1.b Demonstrate understanding of authorship of print and online resources	LA 2.4.1.b Discuss ethical and legal use of information	LA 3.4.1.b Discuss ethical and legal use of information	LA 4.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used)
	LA 0.4.1.c Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g. rules for Internet use)	LA 1.4.1.c Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g., safe information to share online)	LA 2.4.1.c Practice safe behaviors when communicating and interacting with others (e.g., safe information to share online)	LA 3.4.1.c 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)	LA 4.4.1.c 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)

	LA 0.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)	LA 1.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)	LA 2.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)	LA 3.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals) LA 3.4.1.e Identify bias and commercialism (e.g., product placement, advertising)	LA 4.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals) LA 4.4.1.e Identify bias and commercialism (e.g., product placement, advertising)
	LA 0.4.1.e Gather and share information and opinions as a result of communication with others (e.g., computer applications, teacher controlled Internet downloads, multimedia presentations)	LA 1.4.1.e Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	LA 2.4.1.e Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations) LA 2.4.1.f Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	LA 3.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations) LA 3.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	LA 4.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations) LA 4.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)