

| Strand | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
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| | Concepts of Print Demonstrate knowledge of the organization and basic concepts of print. | | | Mastered at Grade 2 and blended with other skills at this grade level. | | |
| | LA.K.F.1 <i>Demonstrate knowledge of the organization and basic concepts of print.</i> | LA.1.F.1 <i>Demonstrate knowledge of the organization and basic concepts of print.</i> | LA.2.F.1 <i>Demonstrate knowledge of the organization and basic concepts of print.</i> | | | |
| | LA.K.F.1.a a. Identify all upper and lowercase letters of the alphabet in isolation and in connected text. | LA.1.F.1.a a. Recognize the distinguishing features of a sentence. | LA.2.F.1.a a. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph. | | | |
| | LA. K.F.1.b b. Recognize that spoken words are represented in written language by specific sequences of letters, and that print carries meaning. | | | | | |
| | LA.K.F.1.c c. Demonstrate understanding that words are separated by spaces in print; demonstrate understanding of one-to-one correspondence between voice and print. | | | | | |
| | LA.K.F.1.d d. Demonstrate knowledge that print reads from left to right, top to bottom, and page by page. | | | | | |
| | Phonological Awareness Demonstrate phonological awareness through oral activities. | | | Mastered at Grade 2 and blended with other skills at this grade level. | | |

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| LA.K.F.2.f | f. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. | | | | | | | | |
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Phonics and Word Analysis

Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

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| LA.K.F.3 | <i>Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</i> | LA.1.F.3 | <i>Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</i> | LA.2.F.3 | <i>Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</i> | LA.3.F.3 | <i>Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</i> | LA.4.F.3 | <i>Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</i> | LA.5.F.3 | <i>Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</i> |
| LA.K.F.3.a | a. Demonstrate basic knowledge of one-to-one sound to letter correspondences by producing the primary or many of the most frequent sounds for each consonant. | LA.1.F.3.a | a. Decode and encode words using knowledge of sound-spelling correspondence for common consonant digraphs, tri-graphs, and blends. | LA.2.F.3.a | a. Decode words with variable vowel teams and vowel diphthongs. | LA.3.F.3.a | a. Decode words with common Latin suffixes. | LA.4.F.3.a | a. Decode words with common Latin derived words. | LA.5.F.3.a | a. Decode words with common Greek derived words. |
| LA.K.F.3.b | b. Demonstrate the long and short sounds with common spellings (graphemes) for the five major vowels. | LA.1.F.3.b | b. Decode and encode simple words with r-controlled vowels. | LA.2.F.3.b | b. Decode regularly spelled two-syllable words with long vowels. | LA.3.F.3.b | b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech. | LA.4.F.3.b | b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context. | LA.5.F.3.b | b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context. |
| LA.K.F.3.c | c. Decode consonant-vowel-consonant (CVC) words. | LA.1.F.3.c | c. Decode and encode regularly spelled one-syllable words. | LA.2.F.3.c | c. Decode words with open and closed syllables and consonant -le. | LA.3.F.3.c | c. Decode multisyllabic words. | | | | |
| LA.K.F.3.d | d. Encode consonant-vowel-consonant (CVC) words. | LA.1.F.3.d | d. Decode and encode final -e and common vowel team conventions for representing long vowel sounds. | LA.2.F.3.d | d. Decode words with common Anglo roots and suffixes. | | | | | | |

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| LA.K.F.3.e | e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | LA.1.F.3.e | e. Decode and encode two-syllable words with regular patterns by breaking the words into syllables. | LA.2.F.3.e | e. Decode words with silent letter combinations. | | | | | | |
| | | LA.1.F.3.f | f. Decode and encode words with inflectional endings. | | | | | | | | |
| | | LA.1.F.3.g | g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. | | | | | | | | |
| | | LA.1.F.3.h | h. Recognize and read grade-appropriate, irregularly spelled words. | | | | | | | | |
| <p>Fluency Read grade-level texts with sufficient accuracy and fluency to support comprehension.</p> | | | | | | | | | | | |
| LA.K.F.4 | <i>Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.</i> | LA.1.F.4 | <i>Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.</i> | LA.2.F.4 | <i>Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.</i> | LA.3.F.4 | <i>Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.</i> | LA.4.F.4 | <i>Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.</i> | LA.5.F.4 | <i>Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.</i> |
| LA.K.F.4.a | a. Recognize upper and lowercase letters automatically and accurately. | LA.1.F.4.a | a. Read decodable text accurately with appropriate rate, intonation, and expression/prosody to reflect meaning. | LA.2.F.4.a | a. Read a variety of texts accurately using appropriate rate, expression, and intonation to reflect meaning. | LA.3.F.4.a | a. Read a variety of text accurately using appropriate rate, expression/prosody and intonation to reflect the meaning of text. | LA.4.F.4.a | a. Read a variety of text accurately using appropriate rate, expression/prosody and intonation to reflect the meaning of text. | LA.5.F.4.a | a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect meaning. |
| LA.K.F.4.b | b. Read decodable consonant-vowel-consonant (CVC) words with automaticity and accuracy. | LA.1.F.4.b | b. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials). | LA.2.F.4.b | b. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials). | LA.3.F.4.b | b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text. | LA.4.F.4.b | b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text. | LA.5.F.4.b | b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text. |

Prose and Poetry

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| LA.K.F.4.C | c. Read grade level high frequency words with automaticity and accuracy (e.g. Fry or Dolch words or those included in instructional materials). | LA.1.F.4.C | | | LA.3.F.4.C | c. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials). | | |
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Central Ideas and Details
 Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.

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| LA.K.RP.1 | With prompting and support, orally retell familiar stories, including key details, and demonstrate understanding of their central message or lesson. | LA.1.RP.1 | Retell familiar stories, including key details, and demonstrate understanding of their central message or lesson from a literary text. | LA.2.RP.1 | Recount narratives and determine their central message, lesson, or moral. | LA.3.RP.1 | Identify the central message or lesson in a literary text and explain how key details support that idea. | LA.4.RP.1 | Determine a theme in a literary text and how it is conveyed through key details. | LA.5.RP.1 | Explain the theme in a literary text and how it is conveyed through key details. |
| LA.K.RP.2 | With prompting and support, identify main character(s), setting, and important events in a literary text. | LA.1.RP.2 | Identify the main character(s), setting, and important events, drawing on key details in a literary text. | LA.2.RP.2 | Describe characters and how they interact with one another. | LA.3.RP.2 | Explain how characters respond to major events and challenges in a literary text. | LA.4.RP.2 | Analyze a character, setting, or event in a literary text, drawing on specific details such as a character's thoughts, words, or actions. | LA.5.RP.2 | Compare and contrast two or more characters, settings, or events in a literary text or texts. |

Author's Craft
 Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.

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| LA.K.RP.3 | With prompting and support, define the role of author and illustrator in a literary text. | LA.1.RP.3 | Explain the difference between the roles of author and narrator or speaker in a literary text. | LA.2.RP.3 | Determine and explain who is telling a story within and across literary texts. | LA.3.RP.3 | Determine and explain the point of view in a literary text. | LA.4.RP.3 | Distinguish reader perspective from the perspective and point of view of the narrator or the characters in a literary text. | LA.5.RP.3 | Describe how a narrator or speaker's point of view influences the meaning of a literary text. |
| LA.K.RP.4 | With prompting and support, identify the basic characteristics of literary text. | LA.1.RP.4 | Identify the basic characteristics of literary text, drawing on a wide range of text types. | LA.2.RP.4 | Describe the basic structure of a literary text, including how literary elements are introduced and developed and conflicts are resolved. | LA.3.RP.4 | Explain how sections of a literary text (e.g., chapters, scenes, stanzas) build on one another and contribute to meaning. | LA.4.RP.4 | Compare and contrast the structural elements of literary texts (e.g., dramas, narratives, and poems). | LA.5.RP.4 | Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts. |

Knowledge and Ideas
 Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.

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| LA.K.RP.5 | With prompting and support, compare and contrast the experiences of characters in familiar stories. | LA.1.RP.5 | Compare and contrast the experiences of characters in familiar stories. | LA.2.RP.5 | Compare and contrast two or more versions of the same literary text by different authors or from different cultures. | LA.3.RP.5 | Compare and contrast the themes, settings, and plots of literary texts written by the same author about the same or similar characters (e.g., books from a series). | LA.4.RP.5 | Compare and contrast the treatment of similar themes and topics and patterns of events in literary texts by different authors or from different cultures. | LA.5.RP.5 | Compare and contrast the treatment of themes and topics in literary texts of the same genre. |
| LA.K.RP.6 | With prompting and support, ask and answer questions about key details in a literary text. | LA.1.RP.6 | Ask and answer questions about key details in a literary text. | LA.2.RP.6 | Ask and answer literal (e.g., recall/details) and simple inferential (e.g., why or how) questions about key details in a literary text. | LA.3.RP.6 | Explain what the text says explicitly and draw inferences when asking and answering questions. | LA.4.RP.6 | Explain what the text says explicitly and draw inferences when asking or answering questions, quoting or paraphrasing specific evidence from the text as appropriate. | LA.5.RP.6 | Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text. |
| LA.K.RP.7 | With prompting and support, make connections between own experiences and other cultures in literary texts. | LA.1.RP.7 | Make connections between own experiences and other cultures in literary texts. | LA.2.RP.7 | Compare and contrast topics in a variety of literary texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors). | LA.3.RP.7 | Compare and contrast themes, topics, and/or patterns of events in a range of literary texts. | LA.4.RP.7 | Explain an author or narrator/speaker's treatment of similar themes and/or patterns of events in a wide range of literary texts. | LA.5.RP.7 | Explain the relationships between two or more characters, events, or ideas in a range of literary texts. |

Range of Reading and Level of Text Complexity

Read and comprehend complex, grade-level literary texts independently and proficiently.

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| LA.K.RP.8 | Actively engage in group reading activities with purpose and understanding. | LA.1.RP.8 | With prompting and support, read and comprehend a wide range of literary texts of appropriate complexity for Grade 1. | LA.2.RP.8 | With scaffolding as needed, read and comprehend a wide range of literary texts of appropriate complexity for Grade 2. | LA.3.RP.8 | Read and comprehend a wide range of literary texts of appropriate complexity for Grade 3 independently and proficiently. | LA.4.RP.8 | Read and comprehend a wide range of literary texts of appropriate complexity for Grade 4 independently and proficiently. | LA.5.RP.8 | Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently. |
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Central Ideas and Details

Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.

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| LA.K.RI.1 | With prompting and support, identify the main topic and key details in an informational text. | LA.1.RI.1 | Identify the main topic and key details in an informational text. | LA.2.RI.1 | Identify the main topic and key details in a multi-paragraph text. | LA.3.RI.1 | Identify the central idea and explain how key details support that idea. | LA.4.RI.1 | Determine the central idea of an informational text and how it is conveyed through key details. | LA.5.RI.1 | Explain the central idea in an informational text and how it is conveyed through key details. |
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Reading Informational Text

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| LA.K.RI.2 | With prompting and support, identify key individuals, events, or pieces of information in an informational text. | LA.1.RI.2 | Identify key individuals, events, or pieces of information in an informational text. | LA.2.RI.2 | Describe the connections between individuals, historical events, scientific ideas, or steps in a process. | LA.3.RI.2 | Explain the relationship between individuals, historical events, scientific ideas or concepts, or steps in a process. | LA.4.RI.2 | Analyze an individual, event, scientific idea or concept, or steps in a process. | LA.5.RI.2 | Compare and contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from an informational text or texts. |
| Author's Craft | | | | | | | | | | | |
| Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts. | | | | | | | | | | | |
| LA.K.RI.3 | With prompting and support, define the role of author and illustrator in presenting the ideas or information in a text. | LA.1.RI.3 | Define the role of the author and illustrator in presenting the ideas or information in a text. | LA.2.RI.3 | Determine and explain the author's purpose in an informational text, including what the author wants to answer, explain, or describe. | LA.3.RI.3 | Determine and explain the author's purpose in an informational text. | LA.4.RI.3 | Compare and contrast authors' perspectives in multiple informational texts of the same topic. | LA.5.RI.3 | Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text. |
| LA.K.RI.4 | With prompting and support, use text features (titles, headings, visuals) to predict or confirm the topic of a text. | LA.1.RI.4 | Use text features (titles, headings, visuals) to predict or confirm the topic of a text. | LA.2.RI.4 | Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts. | LA.3.RI.4 | Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to meaning. | LA.4.RI.4 | Describe the overall structure of an informational text and how it contributes to meaning. | LA.5.RI.4 | Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts. |
| Knowledge and Ideas | | | | | | | | | | | |
| Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts. | | | | | | | | | | | |
| LA.K.RI.5 | With prompting and support, identify basic similarities and differences between two informational texts on the same topic. | LA.1.RI.5 | Identify basic similarities and differences between two informational texts on the same topic. | LA.2.RI.5 | Compare and contrast the two most important ideas presented by two informational texts on the same topic. | LA.3.RI.5 | Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic. | LA.4.RI.5 | Integrate information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic. | LA.5.RI.5 | Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic. |
| LA.K.RI.6 | With prompting and support, explain the difference between facts and opinions about a topic. | LA.1.RI.6 | Identify an author's opinion(s) about a text. | LA.2.RI.6 | Explain an author's opinion(s) and supporting evidence from the text. | LA.3.RI.6 | Identify an author's claim(s) and explain how the author supports the claim(s) in the text. | LA.4.RI.6 | Identify an author's claim(s) and explain how the author supports the claim in the text. | LA.5.RI.6 | Analyze the development of an author's claim(s) and how supporting evidence is used to support the claim(s). |

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| LA.K.RI.7 | With prompting and support, make connections between own experiences and other cultures in informational texts. | LA.1.RI.7 | Make connections between own experiences and other cultures in informational texts. | LA.2.RI.7 | Compare and contrast topics in a variety of informational texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors). | LA.3.RI.7 | Compare and contrast topics and/or patterns of events in a range of informational texts. | LA.4.RI.7 | Explain an author or speaker's treatment of similar topics and/or patterns of events in a wide range of informational texts. | LA.5.RI.7 | Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts. |
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Range of Reading and Level of Text Complexity

Read and comprehend complex, grade-level informational texts independently and proficiently.

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| LA.K.RI.8 | Actively engage in group reading activities with purpose and understanding. | LA.1.RI.8 | With prompting and support, read and comprehend a wide range of informational texts of appropriate complexity for Grade 1. | LA.2.RI.8 | With scaffolding as needed, read and comprehend a wide range of informational texts of appropriate complexity for Grade 2. | LA.3.RI.8 | Read and comprehend a wide range of informational texts of appropriate complexity for Grade 3 independently and proficiently. | LA.4.RI.8 | Read and comprehend a wide range of informational texts of appropriate complexity for Grade 4 independently and proficiently. | LA.5.RI.8 | Read and comprehend a wide range of informational text of appropriate complexity for Grade 5 independently and proficiently. |
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Acquisition and Use

Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

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| LA.K.V.1 | <i>Recognize and use conversational and grade-level academic vocabulary.</i> | LA.1.V.1 | <i>Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary.</i> | LA.2.V.1 | <i>Recognize and use conversational and grade-level academic vocabulary.</i> | LA.3.V.1 | <i>Acquire and use grade-level academic vocabulary appropriately.</i> | LA.4.V.1 | <i>Acquire and use grade-level academic vocabulary appropriately.</i> | LA.5.V.1 | <i>Acquire and use grade-level academic vocabulary appropriately.</i> |
| LA.K.V.1.a | a. With prompting and support, identify new meanings of familiar words (e.g., park, ring, fly). | LA.1.V.1.a | a. Use sentence-level context clues to determine the meaning of a word or phrase. | LA.2.V.1.a | a. Use sentence-level context clues to determine the meaning of a word or phrase. | LA.3.V.1.a | a. Use sentence-level context clues to determine the meaning of a word or phrase. | LA.4.V.1.a | a. Use context clues (e.g., definitions, examples, or restatements) to determine the meanings of words and phrases. | LA.5.V.1.a | a. Use context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases. |
| LA.K.V.1.b | b. With prompting and support, use commonly occurring inflections and affixes to determine the meaning of unknown words. | LA.1.V.1.b | b. Use commonly occurring affixes to determine the meaning of unknown words. | LA.2.V.1.b | b. Use commonly occurring prefixes and suffixes to determine the meaning of unknown words (e.g., happy/unhappy). | LA.3.V.1.b | b. Use affixes to determine the meaning of unknown words (e.g., comfortable, uncomfortable). | LA.4.V.1.b | b. Use commonly occurring Latin affixes and roots to determine the meanings of words and phrases (e.g., photograph, autograph). | LA.5.V.1.b | b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words. |

Vocabulary

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| LA.K.V.1.c | c. With prompting and support, determine the meanings of key words and phrases using provided reference materials and classroom resources. | LA.1.V.1.c | c. Identify commonly occurring root words and their inflectional forms. | LA.2.V.1.c | c. Use known root words to determine the meaning of unknown words (e.g., addition, additional). | LA.3.V.1.c | c. Use known root words to determine the meaning of unknown words (e.g., company, companion). | LA.4.V.1.c | c. Determine or clarify the meanings or pronunciations of words using reference materials and classroom resources. | LA.5.V.1.c | c. Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources. |
| | | LA.1.V.1.d | d. Determine the meanings of key words and phrases using provided reference materials and classroom resources. | LA.2.V.1.d | d. Determine the meaning of compound words by using knowledge of individual words (e.g., birdhouse). | LA.3.V.1.d | d. Determine the meanings of key words and phrases using reference materials and classroom resources. | | | | |
| | | | | LA.2.V.1.e | e. Determine the meanings of key words and phrases using provided reference materials and classroom resources. | | | | | | |

Context and Connotation

Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

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| LA.K.V.2 | <i>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</i> | LA.1.V.2 | <i>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</i> | LA.2.V.2 | <i>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</i> | LA.3.V.2 | <i>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</i> | LA.4.V.2 | <i>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</i> | LA.5.V.2 | <i>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</i> |
| LA.K.V.2.a | a. With prompting and support, sort common words and phrases into conceptual categories to develop an understanding of word relationships. | LA.1.V.2.a | a. Sort common words and phrases into conceptual categories to develop an understanding of word relationships. | LA.2.V.2.a | a. Ask and answer questions about key words and phrases to determine their meaning. | LA.3.V.2.a | a. Distinguish between literal and nonliteral meanings of words and phrases in context (e.g., take steps). | LA.4.V.2.a | a. Explain the meaning of commonly occurring similes and metaphors (e.g., light as a feather) in grade-level text. | LA.5.V.2.a | a. Interpret figurative language, including similes and metaphors, in context. |
| LA.K.V.2.b | b. With prompting and support, deepen understanding of words by identifying and relating them to their opposites. | LA.1.V.2.b | b. Define words by their category and simple attributes (e.g., a duck is a bird that swims). | LA.2.V.2.b | b. Distinguish nuances of meaning between closely related verbs (e.g., toss, throw) and closely related adjectives (e.g., thin, slender). | LA.3.V.2.b | b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). | LA.4.V.2.b | b. Recognize and explain the meaning of commonly occurring idioms and adages. | LA.5.V.2.b | b. Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs. |

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| LA.K.V.2.C | c. With prompting and support, ask and answer questions about key words and phrases to determine their meaning. | LA.1.V.2.C | c. Ask and answer questions about key words and phrases to determine their meaning. | | | LA.3.V.2.C | c. Distinguish nuances of meaning between related words that describe states of mind or degrees of certainty (e.g., believed, suspected). | LA.4.V.2.C | c. Use knowledge of words by relating them to their antonyms and synonyms. | LA.5.V.2.C | c. Demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
| LA.K.V.2.d | d. With prompting and support, identify and explain descriptive words and phrases that suggest feelings or appeal to the senses. | LA.1.V.2.d | d. Distinguish nuances of meaning between common verbs (e.g., glance, stare) and adjectives differing in intensity (e.g., large, gigantic). | | | | | | | | |

Foundations of Writing

Apply handwriting skills to communicate ideas and information.

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| LA.K.FW.1 | Demonstrate basic handwriting skills. | LA.1.FW.1 | Demonstrate and apply handwriting skills. | LA.2.FW.1 | Demonstrate and apply handwriting skills. | | | | | | |
| LA.K.FW.1.a | a. Identify and match upper and lowercase manuscript letters. | LA.1.FW.1.a | a. Print all upper and lowercase manuscript letters using correct formation. | LA.2.FW.1.a | a. Write legibly using correct formation of letters with automaticity and proper spacing between words. | | | | | | |
| LA.K.FW.1.b | b. Print many upper and lowercase manuscript letters using reference materials and classroom resources. | LA.1.FW.1.b | b. Write the common grapheme (letter or letter group) for each phoneme. | | | | | | | | |
| LA.K.FW.1.c | c. Write left to right and use appropriate spacing between letters and words. | LA.1.FW.1.c | c. Use appropriate spacing between letters and words. | | | | | | | | |
| LA.K.FW.2 | Demonstrate sound-letter concepts when writing. | LA.1.FW.2 | Demonstrate sound-letter concepts when writing. | LA.2.FW.2 | Demonstrate sound-letter concepts when writing. | | | | | | |
| LA.K.FW.2.a | a. Segment phonemes orally in single-syllable words. | LA.1.FW.2.a | a. Segment phonemes in two- and three-phoneme syllables. | LA.2.FW.2.a | a. Write common graphemes (letters or letter groups) for each phoneme. | | | | | | |

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| LA.K.FW.2.b | b. Demonstrate understanding that syllables are organized around vowel sounds. | LA.1.FW.2.b | b. Write letters used to represent vowel phonemes and those used to represent consonants; demonstrate understanding that every syllable has a vowel. | | | | | | | |
| LA.K.FW.2.c | c. Form upper and lowercase manuscript letters using reference materials and classroom resources. | | | | | | | | | |
| LA.K.FW.2.d | d. Write left to right and use appropriate spacing between letters and words. | | | | | | | | | |

Production of Writing
 Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

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| LA.K.W.1 | <i>With prompting and support, form and use complete simple sentences in shared language activities.</i> | LA.1.W.1 | Write and expand grammatically correct simple sentences and paragraphs. | LA.2.W.1 | Write and expand grammatically correct sentences (e.g., declarative, imperative, interrogative, exclamatory). | LA.3.W.1 | Write paragraphs using a variety of sentence types. | LA.4.W.1 | Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing. | LA.5.W.1 | Create grammatically correct multi-paragraph compositions with varied sentence structures. |
| LA.K.W.1.a | a. Capitalize the first word in a sentence and the pronoun I. | LA.1.W.1.a | a. Capitalize proper nouns (e.g., days of the week, names of people). | LA.2.W.1.a | a. Capitalize proper nouns (e.g., holidays, countries, product names). | LA.3.W.1.a | a. Capitalize proper nouns (e.g., historic periods, nationalities, languages), proper adjectives (e.g., South American), and appropriate words in titles. | LA.4.W.1.a | a. Capitalize proper nouns (e.g., organizations, geographic regions, monuments and landmarks). | LA.5.W.1.a | a. Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works. |
| LA.K.W.1.b | b. Recognize and name end punctuation. | LA.1.W.1.b | b. Use end punctuation, commas in dates, and commas to separate single words in a series. | LA.2.W.1.b | b. Use commas in greetings and closings of letters; use apostrophes to form contractions and frequently occurring possessives. | LA.3.W.1.b | b. Use commas in addresses and commas and quotation marks in dialogue; use an apostrophe to form and use possessives. | LA.4.W.1.b | b. Use commas and quotation marks to indicate direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence and with dependent clauses. | LA.5.W.1.b | b. Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, and to indicate direct address. |

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| | LA.K.W.1.c | c. Identify nouns (e.g., singular and plural) and simple verbs (e.g., action). | LA.1.W.1.c | c. Identify and use nouns (e.g., common, proper), pronouns (e.g., personal and possessive), verbs (e.g., past, present), and descriptive adjectives. | LA.2.W.1.c | c. Identify and explain the use of nouns (e.g., collective and irregular plural), pronouns (e.g., demonstrative), verbs (e.g., past tense irregular), simple prepositions, and frequently occurring conjunctions. | LA.3.W.1.c | c. Use frequently occurring nouns (e.g., concrete and abstract), verbs (regular and irregular), and simple verb tenses. | LA.4.W.1.c | c. Identify and use simple appositive phrases. | LA.5.W.1.c | c. Explain the function of and use frequently occurring interjections, verb tenses (e.g., perfect), and correlative conjunctions. |
| | LA.K.W.1.d | d. Form regular plural nouns by adding /s/ or /es/. | LA.1.W.1.d | d. Form and use regular and frequently occurring irregular plural nouns. | LA.2.W.1.d | d. Maintain consistent verb tense across sentences or paragraphs. | LA.3.W.1.d | d. Distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses. | LA.4.W.1.d | d. Identify and use frequently occurring pronouns (e.g., subject, object), adverbs (e.g., relative), and verbs (e.g., helping and linking). | LA.5.W.1.d | d. Distinguish between and use types of adjectives (e.g., comparative, superlative). |
| | LA.K.W.1.e | e. Use interrogatives to ask questions. | LA.1.W.1.e | e. Use subject-verb agreement in simple and compound sentences. | | | LA.3.W.1.e | e. Explain the function of adjectives and adverbs in simple, compound, and complex sentences. | LA.4.W.1.e | e. Distinguish between frequently confused words (e.g., to, too, two; there, their, they're). | LA.5.W.1.e | e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses. |
| | LA.K.W.1.f | f. Use subject-verb agreement in simple sentences. | | | | | LA.3.W.1.f | f. Use correct subject-verb and pronoun-antecedent agreement in speaking and writing. | LA.4.W.1.f | f. Identify and revise fragment and run-on sentences in speaking and writing. | | |
| | | | | | | | LA.3.W.1.g | g. Use frequently occurring prepositions and prepositional phrases. | | | | |
| | LA.K.W.2 | <i>With prompting and support, use a recursive writing process to develop, strengthen, and produce writing appropriate to the discipline, audience, and/or context.</i> | LA.1.W.2 | <i>Develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</i> | LA.2.W.2 | <i>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</i> | LA.3.W.2 | <i>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</i> | LA.4.W.2 | <i>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</i> | LA.5.W.2 | <i>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</i> |
| | LA.K.W.2.a | a. Use prewriting activities and resources to generate ideas. | LA.1.W.2.a | a. Use prewriting activities and resources to generate and organize ideas. | LA.2.W.2.a | a. Use prewriting activities and resources to plan, organize, and draft writing. | LA.3.W.2.a | a. Use prewriting activities and resources to plan, organize, and draft writing. | LA.4.W.2.a | a. Use prewriting activities and resources to plan, organize, and draft writing. | LA.5.W.2.a | a. Use prewriting activities and resources to plan, organize, and draft writing. |

Writing

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| LA.K.W.2.b | b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. | LA.1.W.2.b | b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. | LA.2.W.2.b | b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. | LA.3.W.2.b | b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. | LA.4.W.2.b | b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. | LA.5.W.2.b | b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. |
| LA.K.W.2.c | c. Use feedback from others to improve writing and/or add details. | LA.1.W.2.c | c. Use feedback from others to improve writing and/or add details. | LA.2.W.2.c | c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. | LA.3.W.2.c | c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. | LA.4.W.2.c | c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. | LA.5.W.2.c | c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. |
| LA.K.W.2.d | d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols). | LA.1.W.2.d | d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols). | LA.2.W.2.d | d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. | LA.3.W.2.d | d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. | LA.4.W.2.d | d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. | LA.5.W.2.d | d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. |
| LA.K.W.2.e | e. Use appropriate digital/multimedia tools to produce, enhance, and/or publish writing individually or with peers. | LA.1.W.2.e | e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. | LA.2.W.2.e | e. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols). | LA.3.W.2.e | e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols). | LA.4.W.2.e | e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols). | LA.5.W.2.e | e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols). |
| | | | | LA.2.W.2.f | f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. | LA.3.W.2.f | f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. | LA.4.W.2.f | f. Use appropriate print and digital/ multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. | LA.5.W.2.f | f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. |

Modes of Writing

Write in a variety of modes for a variety of purposes and audiences across disciplines.

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| LA.K.W.3 | <i>With prompting and support, narrate personal or fictional events in a sequential order using a combination of drawing, dictating, and/or writing.</i> | LA.1.W.3 | <i>With prompting and support, write personal or fictional creative and/or expressive pieces that retell two or more appropriately sequenced events.</i> | LA.2.W.3 | <i>Write personal or fictional narratives that retell two or more appropriately sequenced events.</i> | LA.3.W.3 | <i>Write creative and/or expressive pieces that describe a well-developed event or experience.</i> | LA.4.W.3 | <i>Write creative and/or expressive pieces that describe a well-developed event or experience.</i> | LA.5.W.3 | <i>Write creative and/or expressive pieces that describe a well-developed event or experience.</i> |
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| | | LA.1.W.3.a | a. Include some relevant details. | LA.2.W.3.a | a. Include relevant details about characters and settings. | LA.3.W.3.a | a. Engage and orient the reader by establishing a situation and introducing a narrator and/or character(s). | LA.4.W.3.a | a. Establish a situation and introduce a narrator and/or character(s). | LA.5.W.3.a | a. Establish a situation and introduce a narrator and/or characters. |
| | | LA.1.W.3.b | b. Use time order words to signal sequence of events. | LA.2.W.3.b | b. Use time order words to signal a sequence of events. | LA.3.W.3.b | b. Include descriptive details about characters, events, or settings. | LA.4.W.3.b | b. Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings. | LA.5.W.3.b | b. Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events. |
| | | LA.1.W.3.c | c. Provide a sense of closure. | LA.2.W.3.c | c. Provide a sense of closure. | LA.3.W.3.c | c. Use words and phrases to signal a sequence of events. | LA.4.W.3.c | c. Use transitional words and phrases to organize a sequence of events that unfolds naturally. | LA.5.W.3.c | c. Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally. |
| | | | | | | LA.3.W.3.d | d. Provide a closure related to the creative or expressive event or experience. | LA.4.W.3.d | d. Provide a conclusion related to the creative or expressive event or experience. | LA.5.W.3.d | d. Provide a conclusion related to the creative or expressive event or experience. |
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| LA.K.W.4 | <i>With prompting and support, express an opinion about a topic or text with one supporting reason using a combination of drawing, dictating, and/or writing.</i> | LA.1.W.4 | <i>With prompting and support, express an opinion about a topic or text and provide a supporting reason.</i> | LA.2.W.4 | Express an opinion and provide supporting reasons. | LA.3.W.4 | <i>Write opinion pieces with supporting reasons and/or evidence.</i> | LA.4.W.4 | <i>Write opinion pieces that explain a perspective with supporting reasons and/or evidence.</i> | LA.5.W.4 | <i>Write opinion pieces that explain a perspective with supporting reasons and evidence.</i> |
| | | LA.1.W.4.a | a. Introduce a topic or text. | LA.2.W.4.a | a. Introduce a topic or text. | LA.3.W.4.a | a. Introduce a topic or text, state an opinion, and develop a structure that includes reasons and/or evidence. | LA.4.W.4.a | a. Introduce a topic or text clearly, state an opinion, and develop a structure that includes reasons and/or evidence. | LA.5.W.4.a | <i>a. Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically.</i> |
| | | LA.1.W.4.b | b. State an opinion and provide a reason to support the opinion. | LA.2.W.4.b | b. State an opinion and provide reasons to support the opinion. | LA.3.W.4.b | b. Use linking words and phrases to connect opinions and reasons. | LA.4.W.4.b | b. Use facts and details to support reasons and/or evidence. | LA.5.W.4.b | b. Use facts and details to support reasons and/or evidence. |
| | | LA.1.W.4.c | c. Provide a sense of closure. | LA.2.W.4.c | c. Provide a concluding statement or section. | LA.3.W.4.c | c. Provide a concluding statement or section related to the opinion. | LA.4.W.4.c | c. Use linking words and phrases to connect ideas. | LA.5.W.4.c | c. Use words, phrases, and key vocabulary to connect ideas. |

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| | | | | | | | | LA.4.W.4.d | d. Provide a concluding statement or section related to the opinion. | LA.5.W.4.d | d. Provide a concluding statement or section related to the perspective. |
| LA.K.W.5 | With prompting and support, write informative/explanatory pieces about a topic or text with one supporting fact using a combination of drawing, dictating, and/or writing. | LA.1.W.5 | With prompting and support, write informative/explanatory pieces about a topic or text with supporting facts and details. | LA.2.W.5 | Write informative/explanatory pieces about a topic or text with supporting facts and details. | LA.3.W.5 | Write informative/explanatory pieces to examine a topic or text and convey ideas and information. | LA.4.W.5 | Write informative/explanatory pieces to examine a topic or text and convey ideas and information. | LA.5.W.5 | Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information. |
| | | LA.1.W.5.a | a. Introduce a topic. | LA.2.W.5.a | a. Introduce a topic or text. | LA.3.W.5.a | a. Introduce a topic and group related information together, including illustrations when useful to provide clarity. | LA.4.W.5.a | a. Introduce a topic clearly and group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements. | LA.5.W.5.a | a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements. |
| | | LA.1.W.5.b | b. Develop a topic using supporting facts and details. | LA.2.W.5.b | b. Develop a topic with facts, details, and definitions. | LA.3.W.5.b | b. Develop the topic with information (e.g., facts, definitions, details) clearly related to the topic. | LA.4.W.5.b | b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic. | LA.5.W.5.b | b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic. |
| | | LA.1.W.5.c | c. Use words and phrases related to the topic. | LA.2.W.5.c | c. Use words and phrases related to the topic. | LA.3.W.5.c | c. Use linking words and phrases and key vocabulary to connect ideas and categories of information. | LA.4.W.5.c | c. Use linking words and phrases and key vocabulary to connect ideas and categories of information. | LA.5.W.5.c | c. Use linking words and phrases and key vocabulary to connect ideas and categories of information. |
| | | LA.1.W.5.d | d. Provide a sense of closure. | LA.2.W.5.d | d. Provide a concluding statement or section. | LA.3.W.5.d | d. Provide a concluding statement or section related to the topic. | LA.4.W.5.d | d. Provide a concluding statement or section related to the information or explanation(s). | LA.5.W.5.d | d. Provide a concluding statement or section related to the information or explanation(s). |
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| LA.K.W.6 | With prompting and support, identify information from provided sources to answer a question using a combination of drawing, dictating, and/or writing. | LA.1.W.6 | With prompting and support, identify information from provided sources to answer a question. | LA.2.W.6 | Locate information from provided sources to answer questions about a topic. | LA.3.W.6 | Locate evidence from literary and/or informational text sources to answer questions about a topic. | LA.4.W.6 | Locate and summarize relevant evidence from literary and/or informational text sources to answer questions about a topic. | LA.5.W.6 | Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic. |
| | | LA.1.W.6.a | a. Retell or recall information from provided sources. | LA.2.W.6.a | a. Retell information from provided sources to support ideas while avoiding plagiarism. | LA.3.W.6.a | a. Paraphrase information from sources to support ideas while avoiding plagiarism. | LA.4.W.6.a | a. Paraphrase information and evidence to support ideas while avoiding plagiarism. | LA.5.W.6.a | a. Paraphrase information and evidence to support ideas while avoiding plagiarism. |

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| | | | LA.1.W.6.b | b. Use provided print and/or digital tools to gather information and ideas to answer questions. | LA.2.W.6.b | b. Identify print and digital tools to gather information and ideas and answer questions. | LA.3.W.6.b | b. Identify print and digital tools to gather information and ideas to answer questions. | LA.4.W.6.b | b. Identify print and digital tools to gather information and evidence. | LA.5.W.6.b | b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings. |
| | | | LA.1.W.6.c | c. Sort evidence and information into categories. | LA.2.W.6.c | c. Sort evidence and information into categories. | LA.3.W.6.c | c. Sort evidence into categories using an appropriate note-taking format to collect and organize information. | LA.4.W.6.c | c. Sort evidence into categories using an appropriate note-taking format to collect and organize information. | LA.5.W.6.c | c. Sort evidence into categories using an appropriate note-taking format to collect and organize information. |
| | | | LA.1.W.6.d | d. Use provided print and/or digital tools to gather information and ideas and to answer questions. | LA.2.W.6.d | d. Demonstrate academic integrity by referencing sources in writing and speaking. | LA.3.W.6.d | d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources. | LA.4.W.6.d | d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources. | LA.5.W.6.d | d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format. |
| | | | LA.1.W.6.e | e. Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials). | LA.2.W.6.e | e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). | LA.3.W.6.e | e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). | LA.4.W.6.e | e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). | LA.5.W.6.e | e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). |

Comprehension and Collaboration

Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

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| LA.K.SL.1 | With prompting and support, participate with peers and adults in structured discussions and routines about Kindergarten topics and texts. | LA.1.SL.1 | Participate with peers and adults in structured discussions and routines about 1st grade topics and texts. | LA.2.SL.1 | Participate with peers and adults in structured discussions and routines about 2nd grade topics and texts. | LA.3.SL.1 | Prepare for and participate in structured discussions and collaborations about 3rd grade topics and texts. | LA.4.SL.1 | Prepare for and participate in structured discussions and collaborations about 4th grade topics and texts. | LA.5.SL.1 | Prepare for and participate in structured discussions and collaborations about 5th grade topics and texts. |
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Speaking and Listening

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| LA.K.SL.1.a | a. Ask pertinent questions to acquire or confirm information. | LA.1.SL.1.a | a. Ask pertinent questions to acquire or confirm information. | LA.2.SL.1.a | a. Ask pertinent questions to acquire or confirm information. | LA.3.SL.1.a | a. Ask relevant questions to build on ideas and acquire or confirm information. | LA.4.SL.1.a | a. Ask relevant questions to build on ideas or acquire or confirm information. | LA.5.SL.1.a | a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. |
| LA.K.SL.1.b | b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. | LA.1.SL.1.b | b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. | LA.2.SL.1.b | b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. | LA.3.SL.1.b | b. Demonstrate interpretation of verbal and non-verbal messages in a discussion or collaboration. | LA.4.SL.1.b | b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. | LA.5.SL.1.b | b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. |
| LA.K.SL.1.c | c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. | LA.1.SL.1.c | c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. | LA.2.SL.1.c | c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. | LA.3.SL.1.c | c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. | LA.4.SL.1.c | c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. | LA.5.SL.1.c | c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. |
| LA.K.SL.1.d | d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling). | LA.1.SL.1.d | d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling). | LA.2.SL.1.d | d. Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling). | LA.3.SL.1.d | d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning). | LA.4.SL.1.d | d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning). | LA.5.SL.1.d | d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning). |
| LA.K.SL.1.e | e. Complete a task following one/two-step directions. | LA.1.SL.1.e | e. Complete a task following one/two-step directions. | LA.2.SL.1.e | e. Complete a task following multi-step directions. | LA.3.SL.1.e | e. Complete a task following multi-step directions. | LA.4.SL.1.e | e. Complete a task following multi-step directions. | LA.5.SL.1.e | e. Complete a task following multi-step directions. |

Presentation of Knowledge and Ideas

Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

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| LA.K.SL.2 | <i>With prompting and support, describe familiar people, places, things, and events, and provide additional detail.</i> | LA.1.SL.2 | <i>Tell a story or recount experiences with appropriate facts and pertinent descriptive details.</i> | LA.2.SL.2 | <i>Tell a story or recount an experience with appropriate facts and pertinent descriptive details.</i> | LA.3.SL.2 | <i>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.</i> | LA.4.SL.2 | <i>Report on a topic or text, tell a story, or recount an experience in an organized manner with appropriate facts and relevant, descriptive details to support themes or central ideas.</i> | LA.5.SL.2 | <i>Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support themes or central ideas.</i> |
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Spe

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| LA.K.SL.2.a | a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations. | LA.1.SL.2.a | a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 1st grade texts. | LA.2.SL.2.a | a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 2nd grade texts. | LA.3.SL.2.a | a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 3rd grade texts. | LA.4.SL.2.a | a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 4th grade texts. | LA.5.SL.2.a | a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 5th grade texts. |
| LA.K.SL.2.b | b. Convey a personal perspective with clear reasons. | LA.1.SL.2.b | b. Convey a personal perspective with clear reasons. | LA.2.SL.2.b | b. Convey a personal perspective with clear reasons. | LA.3.SL.2.b | b. Convey a perspective with clear reasoning and support. | LA.4.SL.2.b | b. Convey a perspective with clear reasoning and support. | LA.5.SL.2.b | b. Convey a perspective with clear reasoning and support. |
| LA.K.SL.2.c | c. Explain the purpose of information being presented. | LA.1.SL.2.c | c. With prompting and support, explain the purpose of information being presented. | LA.2.SL.2.c | c. Explain the purpose and credibility of information being presented. | LA.3.SL.2.c | c. Identify the purpose and credibility of information being presented. | LA.4.SL.2.c | c. Identify the purpose and credibility of information being presented. | LA.5.SL.2.c | c. Identify the purpose and credibility of information being presented. |
| LA.K.SL.2.d | d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words). | LA.1.SL.2.d | d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words). | LA.2.SL.2.d | d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words). | LA.3.SL.2.d | d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words). | LA.4.SL.2.d | d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words). | LA.5.SL.2.d | d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words). |
| LA.K.SL.2.e | e. Use appropriate visual and/or digital tools to support verbal communication. | LA.1.SL.2.e | e. Use appropriate visual and/or digital tools to support verbal communication. | LA.2.SL.2.e | e. Use appropriate visual and/or digital tools to support verbal communication. | LA.3.SL.2.e | e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest. | LA.4.SL.2.e | e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest. | LA.5.SL.2.e | e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest. |