

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	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> I can show what I know about books and reading.	<i>Demonstrate knowledge of the organization and basic concepts of print.</i> I can show what I know about books and reading.	<i>Demonstrate knowledge of the organization and basic concepts of print.</i> I can show what I know about books and reading.			
LA.K.F.1.a	<i>a. Identify all upper and lowercase letters of the alphabet in isolation and in connected text.</i> I can read all of my upper and lower case letters in the alphabet.	<i>LA.1.F.1.a</i> <i>a. Recognize the distinguishing features of a sentence.</i> I can find and point to the first word, the beginning capital letter and the ending mark in a sentence.	<i>LA.2.F.1</i> <i>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.</i> I can tell about features of a paragraph.			
LA.K.F.1.b	<i>b. Recognize that spoken words are represented in written language by specific sequences of letters, and that print carries meaning.</i> I can understand that words I say can be written using letters in a certain order.					
LA.K.F.1.c	<i>c. Demonstrate understanding that words are separated by spaces in print; demonstrate understanding of one-to-one correspondence between voice and print.</i> I can point to words as I read.					
LA.K.F.1.d	<i>d. Demonstrate knowledge that print reads from left to right, top to bottom, and page by page.</i> I can read 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.		

LA.K.F.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	I can understand the sounds that letters and words make.	LA.1.F.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	I can understand the sounds that letters and words make.	LA.2.F.2	Demonstrate understanding of advanced phonemic awareness skills in spoken words, syllables, and sounds (phonemes).	I can read words by using what I know about letters and sounds.										
LA.K.F.2.a	a. Segment and count spoken sentences into words.	I can count words in sentences.	LA.1.F.2.a	a. Identify, segment and blend phonemes in single syllable spoken three and four phoneme words including words with blends.	I can break down short words and say each sound by itself. I can put sounds together to speak words.	LA.2.F.2.a	a. Identify, segment, and blend phonemes in single syllable spoken five and six phoneme words including words with blends, digraphs, and trigraphs.	I can break down short words and say each sound by itself. I can put sounds together to speak words.										
LA.K.F.2.b	b. Recognize and begin to produce oral rhymes.	I can recognize and make rhyming words.	LA.1.F.2.b	b. Delete initial and final phonemes in words.	I can delete beginning and ending sounds in words.	LA.2.F.2.b	b. Substitute sounds in words with five or more phonemes.	I can make a new word by changing a sound.										
LA.K.F.2.c	c. Count, produce, and segment spoken words into syllables and identify syllable parts.	I can count, make, and segment words into syllables and identify syllable parts. I can show that I know how words and their parts go together.	LA.1.F.2.c	c. Substitute phonemes in spoken words to build new words in single-syllable words with no blends.	I can substitute sounds in spoken words to build new single-syllable words with no blends.	LA.2.F.2.c	c. Delete initial and final phonemes in words including words with blends.	I can delete beginning and ending sounds in words including words with blends.										
LA.K.F.2.d	d. Blend onsets and rimes to form simple words (e.g., v-an, gr-ab).	I can put sounds together to speak words.	LA.1.F.2.d	d. Add or substitute individual sounds (phonemes in simple, one-syllable words to make new words (e.g., "Say 'map.' Say it again and instead of /p/ say /t/. What is the new word? 'Mat'").	I can make a new word by changing a sound or syllable.													

Foundations of Reading	LA.K.F.2.e	e. Delete part of a syllable within a spoken word including compound words (e.g., "Say 'parsnip.'" Say it again but don't say 'par;' e.g., "Say 'cowboy.'" Say it again but don't say 'cow'").	I can make new words by changing a consonant or a vowel sound in a word I already know.														
	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/.	I can find and tell the beginning, middle, and ending sounds in short words. I can break down short words and say each sound by itself.														
Phonics and Word Analysis Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.																	
LA.K.F.3	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.	I can use what I know about words to read and write.	LA.1.F.3	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.	I can use what I know about words to read and write.	LA.2.F.3	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.	I can use what I know about words to read and write.	LA.3.F.3	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.	I can use my knowledge about words to read, write, and spell.	LA.4.F.3	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.	I can use my knowledge of words to read, write, and spell grade-level text.	LA.5.F.3	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.	I can use my knowledge of words to read, write, and spell grade-level text.
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.	I can say the most common sound for each consonant in the alphabet.	LA.1.F.3.a	a. Decode and encode words using knowledge of sound-spelling correspondence for common consonant digraphs, tri-graphs, and blends.	I can hear and spell consonant letters that are blended together to make words.	LA.2.F.3.a	a. Decode words with variable vowel teams and vowel diphthongs.	I can read vowel teams and vowel diphthongs.	LA.3.F.3.a	a. Decode words with common Latin suffixes.	I can read words with common Latin suffixes.	LA.4.F.3.a	a. Decode words with common Latin derived words.	I can read common Latin derived words.	LA.5.F.3.a	a. Decode words with common Greek derived words.	I can read 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.	I can match long and short vowel sounds with the letters that go with them.	LA.1.F.3.b	b. Decode and encode simple words with r-controlled vowels.	I can read and spell simple words with r-controlled vowels.	LA.2.F.3.b	b. Decode regularly spelled two-syllable words with long vowels.	I can read longer words with long vowel sounds.	LA.3.F.3.b	b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech.	I read and make meaning of words with common suffixes.	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.	I can read unfamiliar words that have more than one syllable.	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.	I can read unfamiliar words that have more than one syllable.

LA.K.F.3.c	c. Decode consonant-vowel-consonant (CVC) words.	I can read short words.	LA.1.F.3.c	c. Decode and encode regularly spelled one-syllable words.	I can read words with onesyllables.	LA.2.F.3.c	c. Decode words with open and closed syllables and consonant-le.	I can read open and closed syllable words and consonant-le.	LA.3.F.3.c	c. Decode multisyllabic words.	I can read words with more than one syllable.							
LA.K.F.3.d	d. Encode consonant-vowel-consonant (CVC) words.	I can spell short words.	LA.1.F.3.d	d. Decode and encode final -e and common vowel team conventions for representing long vowel sounds.	I can read words with long vowel sounds. (silent e or vowel teams)	LA.2.F.3.d	d. Decode words with common Anglo roots and suffixes.	I can read words with common Anglo roots and suffixes.										
LA.K.F.3.e	e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	I can tell the difference between and read similar words by looking at the letters that are different.	LA.1.F.3.e	e. Decode and encode two-syllable words with regular patterns by breaking the words into syllables.	I can read and spell two syllable words by breaking the word into syllables.	LA.2.F.3.e	e. Decode words with silent letter combinations.	I can read words with silent letter combinations.										
			LA.1.F.3.f	f. Decode and encode words with inflectional endings.	I can read words that have different endings on them.													
			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.	I can use what I know about vowel sounds to help me figure out how many syllables are in words.													
			LA.1.F.3.h	h. Recognize and read grade-appropriate, irregularly spelled words.	I can read first grade words that aren't spelled the way they sound.													
Fluency																		
Read grade-level texts with sufficient accuracy and fluency to support comprehension.																		
LA.K.F.4	Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.	I can read smoothly and correctly so that it sounds like I am talking.	LA.1.F.4	Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.	I can read smoothly and correctly so that it sounds like I am talking.	LA.2.F.4	Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.	I can read smoothly and correctly so that it sounds like I am talking.	LA.3.F.4	Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.	I can read a variety of texts smoothly, correctly, and expressively.	LA.4.F.4	Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.	I can read a variety of texts smoothly, correctly, and expressively.	LA.5.F.4	Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.	I can read a variety of texts smoothly, correctly, and expressively.	

LA.K.F.4.a	a. Recognize upper and lowercase letters automatically and accurately.	I can read upper and lowercase letters.	LA.1.F.4.a	a. Read decodable text accurately with appropriate rate, intonation, and expression/prosody to reflect meaning.	I can read and understand first grade books.	LA.2.F.4.a	a. Read a variety of texts accurately using appropriate rate, expression, and intonation to reflect meaning.	I can read second grade books aloud like a teacher would read them.	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.	I can read third grade books and poems aloud accurately, at the right speed and with expression.	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.	I can read fourth grade books and poems aloud accurately, at the right speed and with expression.	LA.5.F.4.a	a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect meaning.	I can read fifth grade books and poems aloud accurately, at the right speed, and with expression.
LA.K.F.4.b	b. Read decodable consonant-vowel-consonant (CVC) words with automaticity and accuracy.	I can read CVC words.	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).	I can read first grade words.	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).	I can read second grade words.	LA.3.F.4.b	b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.	I can read smoothly and change my voice to show the meaning of the text.	LA.4.F.4.b	b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.	I can change my pace and expression to show the meaning 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.	I can change my pace and expression to show the meaning of a text.
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).	I can read kindergarten words.	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).	I can read third grade words.						

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.

LA.K.RP.1	With prompting and support, orally retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.	With prompting and support, I can retell familiar stories using important details and show understanding of the 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.	I can retell a story I know using important details from the story.	LA.2.RP.1	Recount narratives and determine their central message, lesson, or moral.	I can name the characters, describe the setting, and tell what happens in a story.	LA.3.RP.1	Identify the central message or lesson in a literary text and explain how key details support that idea.	I can 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.	I can use key details to identify and summarize the theme of a story.	LA.5.RP.1	Explain the theme in a literary text and how it is conveyed through key details.	I can use key details to summarize, analyze, and explain the theme of a story.
LA.K.RP.2	With prompting and support, identify main character(s), setting, and important events in a literary text.	With prompting and support, I can tell the main character(s), setting, and important events in a story.	LA.1.RP.2	Identify the main character(s), setting, and important events, drawing on key details in a literary text.	I can tell the characters, setting, and what happens in stories.	LA.2.RP.2	Describe characters and how they interact with one another.	I can describe characters and how they interact with one another in stories.	LA.3.RP.2	Explain how characters respond to major events and challenges in a literary text.	I can explain how characters respond to major events and challenges in stories.	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.	I can 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.	I can 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.

Reading Prose and Poetry	LA.K.RP.3	<i>With prompting and support, define the role of author and illustrator in a literary text.</i>	With prompting and support, I can tell who the author and illustrator are in stories. I can tell what their jobs are.	LA.1.RP.3	Explain the difference between the roles of author and narrator or speaker in a literary text.	I can tell who the author and illustrator are in stories and tell what their jobs are.	LA.2.RP.3	Determine and explain who is telling a story within and across literary texts.	I can show that I know the characters in a story by telling about them or by using different character voices when I read aloud.	LA.3.RP.3	Determine and explain the point of view in a literary text.	I can show I know 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.	I can recognize different perspectives and points 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.	I can describe how a narrator or speaker's point of view influences the meaning of a literary text.	
	LA.K.RP.4	<i>With prompting and support, identify the basic characteristics of literary text.</i>	With prompting and support, I can tell the characters, setting and what happens in stories.	LA.1.RP.4	Identify the basic characteristics of literary text, drawing on a wide range of text types.	I can tell the difference between the different kinds of fiction I read.	LA.2.RP.4	Describe the basic structure of a literary text, including how literary elements are introduced and developed and conflicts are resolved.	I can describe how a story is written including the important parts of a beginning and an ending.	LA.3.RP.4	Explain how sections of a literary text, (e.g., chapters, scenes, stanzas) build on one another and contribute to meaning.	I can explain how parts of a literary text 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).	I can compare and contrast the structural elements of literary texts.	LA.5.RP.4	Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.	I can explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.	
	Knowledge and Ideas																		
	<i>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.</i>																		
	LA.K.RP.5	<i>With prompting and support, compare and contrast the experiences of characters in familiar stories.</i>	With prompting and support, I can tell what is the same and different about the actions of characters in stories I know.	LA.1.RP.5	Compare and contrast the experiences of characters in familiar stories.	I can tell what is the same and different about the actions of characters in stories I know.	LA.2.RP.5	Compare and contrast two or more versions of the same literary text by different authors or from different cultures.	I can tell what is the same or different between two or more 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).	I can compare and contrast settings and plots of literary texts written by the same author.	LA.4.RP.5	Compare and contrast the treatment of similar themes, topics, and patterns of events in literary texts by different authors or from different cultures.	I can compare and contrast themes, topics, and patterns 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.	I can compare and contrast themes and topics in literary texts of the same genre.	
	LA.K.RP.6	<i>With prompting and support, ask and answer questions about key details in a literary text.</i>	With prompting and support, I can ask and answer questions about important details in stories.	LA.1.RP.6	Ask and answer questions about key details in a literary text.	I can ask and answer questions about important details in stories.	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.	I can ask and answer different kinds of questions about the stories I have read.	LA.3.RP.6	Explain what the text says explicitly and draw inferences when asking and answering questions.	I can clearly explain what the text says and use my own reasoning/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.	I can clearly explain what the text says and use my own reasoning/inferences when asking and answering questions, or citing specific evidence from the text I am reading.	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.	I can carefully examine a literary text to answer and develop my own questions to help me understand myself and others, by restating or rewording specific evidence from the text.	
	LA.K.RP.7	<i>With prompting and support, make connections between own experiences and other cultures in literary texts.</i>	With prompting and support, I can make connections between my own experiences and other cultures in stories.	LA.1.RP.7	Make connections between own experiences and other cultures in literary texts.	I can make connections between my own experiences and other cultures in stories.	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).	I can compare and contrast literary texts to understand people and cultures.	LA.3.RP.7	Compare and contrast themes, topics, and/or patterns of events in a range of literary texts.	I can compare and contrast themes, topics, and patterns in a variety 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.	I can explain how an author discusses 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.	I can explain the relationships between the elements of a story in a variety of literary texts.	
	Range of Reading and Level of Text Complexity																		
	Read and comprehend complex, grade-level literary texts independently and proficiently.																		

LA.K.RP.8	Actively engage in group reading activities with purpose and understanding.	With prompting and support, I can be an important part of fiction reading activities in my classroom.	LA.1.RP.8	With prompting and support, read and comprehend a wide range of literary texts of appropriate complexity for Grade 1.	With prompting and support, I can read a variety of first grade literacy texts.	LA.2.RP.8	With scaffolding as needed, read and comprehend a wide range of literary texts of appropriate complexity for Grade 2.	I can read and understand a variety of second grade literacy texts.	LA.3.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 3 independently and proficiently.	I can read and understand a variety of third grade literary and informational texts.	LA.4.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 4 independently and proficiently.	I can read and understand a variety of fourth grade literary and informational texts.	LA.5.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently.	I can read and understand a variety of fifth grade literary and informational texts.
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.																	
LA.K.RI.1	With prompting and support, identify the main topic and key details in an informational text.	With prompting and support, I can tell the main topic and important details in informational text.	LA.1.RI.1	Identify the main topic and key details in an informational text.	I can talk about 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.	I can talk about the main topic and key details in multiple paragraphs.	LA.3.RI.1	Identify the central idea and explain how key details support that idea.	I can talk about the main idea and explain how key details support that idea in an informational text.	LA.4.RI.1	Determine the central idea of an informational text and how it is conveyed through key details.	I can figure out the central idea of an informational text and how it is communicated through key details.	LA.5.RI.1	Explain the central idea in an informational text and how it is conveyed through key details.	I can explain the central idea from an informational text and how it is communicated through key details.
LA.K.RI.2	With prompting and support, identify key individuals, events, or pieces of information in an informational text.	With prompting and support, I can tell who people, events, or pieces of information are in informational text.	LA.1.RI.2	Identify key individuals, events, or pieces of information in an informational text.	I can tell who people, events, or pieces of information are in informational text.	LA.2.RI.2	Describe the connections between individuals, historical events, scientific ideas, or steps in a process.	I can 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.	I can explain the relationships 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.	I can carefully examine 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.	I can 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.	With prompting and support, I can tell who the author and illustrator are in nonfiction books and tell what their jobs are.	LA.1.RI.3	Define the role of the author and illustrator in presenting the ideas or information in a text.	I can tell the jobs of the author and the illustrator in an informational 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.	I can tell the author's main purpose in an informational text.	LA.3.RI.3	Determine and explain the author's purpose in an informational text and describe how the author's perspective (assumptions, biases, and beliefs) influences the meaning of an informational text.	I can tell the author's purpose in an informational text and how their perspective influences the meaning of an informational text.	LA.4.RI.3	Compare and contrast authors' perspectives in multiple informational texts of the same topic.	I can tell the similarities and differences between more than one author's perspective in several informational texts on 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.	I can tell the author's purpose for writing an informational text and how their perspective (assumptions, biases, and beliefs) influences the meaning of that text.

Reading Informational Text	LA.K.RI.4	<i>With prompting and support, use text features (titles, headings, visuals) to predict or confirm the topic of a text.</i>	<i>With prompting and support, I can tell how the words and pictures on a page tell me what the story is about.</i>	LA.1.RI.4	<i>Use text features (titles, headings, visuals) to predict or confirm the topic of a text.</i>	<i>I can understand and use all the helpful parts of nonfiction books to find important facts and details quickly.</i>	LA.2.RI.4	<i>Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.</i>	<i>I can tell how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) help me understand text.</i>	LA.3.RI.4	<i>Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to meaning.</i>	<i>I can describe how information from text features such as titles, headings, table of contents, glossaries, captions, maps, charts, graphs, diagrams, time lines, animations or other internet presentations help me explain my understanding of informational texts.</i>	LA.4.RI.4	<i>Describe the overall structure of an informational text and how it contributes to meaning.</i>	<i>I can describe how text structures (Is it a problem/solution? Is it a cause/effect? Is it a compare/contrast? Is it a description/list? Is it a time order/sequence?) help me understand the meaning of informational text.</i>	LA.5.RI.4	<i>Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.</i>	<i>I can figure out, understand, and use text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) to help me understand text.</i>	
	Knowledge and Ideas																		
	<i>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.</i>																		
	LA.K.RI.5	<i>With prompting and support, identify basic similarities and differences between two informational texts on the same topic.</i>	<i>With prompting and support, I can tell how two nonfiction books about the same thing are alike and different.</i>	LA.1.RI.5	<i>Identify basic similarities and differences between two informational texts on the same topic.</i>	<i>I can tell how two informational texts are alike and different.</i>	LA.2.RI.5	<i>Compare and contrast the two most important ideas presented by two informational texts on the same topic.</i>	<i>I can tell how the two most important ideas presented by two informational texts on the same topic are alike and different.</i>	LA.3.RI.5	<i>Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.</i>	<i>I can compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.</i>	LA.4.RI.5	<i>Integrate information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic.</i>	<i>I can blend information from multiple informational texts on the same topic in order to demonstrate my understanding of the topic.</i>	LA.5.RI.5	<i>Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.</i>	<i>I can blend information from multiple texts on the same topic in order to demonstrate knowledge of the topic.</i>	
	LA.K.RI.6	<i>With prompting and support, explain the difference between facts and opinions about a topic.</i>	<i>With prompting and support, I can tell the difference between facts and opinions about a topics.</i>	LA.1.RI.6	<i>Identify an author's opinion(s) about a text.</i>	<i>I can tell how an author feels about a story.</i>	LA.2.RI.6	<i>Explain an author's opinion(s) and supporting evidence from the text.</i>	<i>I can explain an author's opinion(s) by using supporting evidence from the text.</i>	LA.3.RI.6	<i>Identify an author's claim(s) and explain how the author supports the claim(s) in the text.</i>	<i>I can identify an author's claim(s) and explain how the author supports the claim(s) in the text.</i>	LA.4.RI.6	<i>Identify an author's claim(s) and explain how the author supports the claim in the text.</i>	<i>I can identify an author's claim(s) and explain how the author supports the claim in the text.</i>	LA.5.RI.6	<i>Analyze the development of an author's claim(s) and how supporting evidence is used to support the claim(s).</i>	<i>I can carefully examine the development of an author's claim(s) and how supporting evidence is used to support the claim(s).</i>	
	LA.K.RI.7	<i>With prompting and support, make connections between own experiences and other cultures in informational texts.</i>	<i>With prompting and support, I can make connections between my own experiences and other cultures in nonfiction texts.</i>	LA.1.RI.7	<i>With prompting and support, make connections between own experiences and other cultures in informational texts.</i>	<i>With prompting and support, I can make connections between my own experiences and other groups' experiences in nonfiction texts.</i>	LA.2.RI.7	<i>Compare and contrast topics in a variety of informational texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).</i>	<i>I can tell how topics from a variety of informational texts are alike and different in order to build my knowledge of the ways people live. (history, values, beliefs, and behaviors)</i>	LA.3.RI.7	<i>Compare and contrast topics and/or patterns of events in a range of informational texts.</i>	<i>I can tell how topics and/or patterns of events are alike and different in a range of informational texts.</i>	LA.4.RI.7	<i>Explain an author or speaker's treatment of similar topics and/or patterns of events in a wide range of informational texts.</i>	<i>I can explain how an author discusses similar topics and/or patterns of events in a wide range of informational texts.</i>	LA.5.RI.7	<i>Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.</i>	<i>I can explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.</i>	
	Range of Reading and Level of Text Complexity																		

	LA.K.RI.8	Actively engage in group reading activities with purpose and understanding.	I can be an important part of nonfiction reading activities in my classroom	LA.1.RI.8	With prompting and support, read and comprehend a wide range of informational texts of appropriate complexity for Grade 1.	With prompting and support, I can read a variety of first grade informational text.	LA.2.RI.8	With scaffolding as needed, read and comprehend a wide range of informational texts of appropriate complexity for Grade 2.	With support, I can understand a variety of second grade-level informational texts.	LA.3.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity for Grade 3 independently and proficiently.	I can read and understand a variety of third grade-level informational texts.	LA.4.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity for Grade 4 independently and proficiently.	I can read and understand a variety of fourth grade-level informational texts.	LA.5.RI.8	Read and comprehend a wide range of informational text of appropriate complexity for Grade 5 independently and proficiently.	I can read and understand a variety of fifth grade-level informational texts.
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.																		
	LA.K.V.1	Recognize and use conversational and grade-level academic vocabulary.	I can learn and use new vocabulary words.	LA.1.V.1	Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary.	I can learn and use new vocabulary words.	LA.2.V.1	Recognize and use conversational and grade-level academic vocabulary.	I can learn and use new vocabulary words.	LA.3.V.1	Acquire and use grade-level academic vocabulary appropriately.	I can learn and use new vocabulary words for different purposes.	LA.4.V.1	Acquire and use grade-level academic vocabulary appropriately.	I can acquire and use new vocabulary for different purposes.	LA.5.V.1	Acquire and use grade-level academic vocabulary appropriately.	I can acquire and use new vocabulary for different purposes.
	LA.K.V.1.a	a. With prompting and support, identify new meanings of familiar words (e.g., park, ring, fly).	With prompting and support, I can learn new meanings of familiar words.	LA.1.V.1.a	a. Use sentence-level context clues to determine the meaning of a word or phrase.	I can figure out what words mean by thinking about what I have read.	LA.2.V.1.a	a. Use sentence-level context clues to determine the meaning of a word or phrase.	I can use context clues to figure out 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.	I can use context clues to figure out 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.	I can use my knowledge about context clues and text features to figure out the meaning of new words.	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.	I can locate and use context clues and text features to determine the meaning 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.	With prompting and support, I can use beginnings and endings of words to help me figure out what they mean.	LA.1.V.1.b	b. Use commonly occurring affixes to determine the meaning of unknown words.	I can use beginnings and endings of words to help me figure out what they mean.	LA.2.V.1.b	b. Use commonly occurring prefixes and suffixes to determine the meaning of unknown words (e.g., happy/unhappy).	I can use prefixes and suffixes to figure out the meaning of new words.	LA.3.V.1.b	b. Use affixes to determine the meaning of unknown words (e.g., comfortable, uncomfortable).	I can use affixes to figure out the meaning of new words.	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).	I can use commonly occurring Latin affixes and roots to understand the meanings of words and phrases.	LA.5.V.1.b	b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words.	I can use commonly occurring Greek and Latin affixes and roots to understand the meanings of words.
	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.	With prompting and support, I can figure out what words mean by thinking about what I have read and using resources.	LA.1.V.1.c	c. Identify commonly occurring root words and their inflectional forms.	I can identify 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).	I can use root words to figure out the meaning of new words.	LA.3.V.1.c	c. Use known root words to determine the meaning of unknown words (e.g., company, companion).	I can use root words to figure out the meaning of new words.	LA.4.V.1.c	c. Determine or clarify the meanings or pronunciations of words using reference materials and classroom resources.	I can use a variety of resources to check the meaning and pronunciation of words.	LA.5.V.1.c	c. Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources.	I can use a variety of resources to determine the meaning and pronunciation of words.
				LA.1.V.1.d	d. Determine the meanings of key words and phrases using provided reference materials and classroom resources.	I can figure out what words mean by thinking about what I have read and using resources.	LA.2.V.1.d	d. Determine the meaning of compound words by using knowledge of individual words (e.g., birdhouse).	I can figure out the meaning of compound words by using what I know about individual words.	LA.3.V.1.d	d. Determine the meanings of key words and phrases using reference materials and classroom resources.	I can find the meaning of words by using available materials.						

Vocabulary						LA.2.V.1.e	e. Determine the meanings of key words and phrases using provided reference materials and classroom resources.	I can find the meaning of words by using available materials from my classroom.										
	Context and Connotation Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.																	
	LA.K.V.2	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.	I can tell why an author wrote a text.	LA.1.V.2	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.	I can tell why an author wrote a text.	LA.2.V.2	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.	I can tell why an author wrote a text.	LA.3.V.2	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.	I can tell why an author wrote a text.	LA.4.V.2	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.	I can identify and explain why an author wrote a text.	LA.5.V.2	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.	I can identify and explain why an author wrote a text.
	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.	With prompting and support, I can sort words and phrases into groups.	LA.1.V.2.a	a. Sort common words and phrases into conceptual categories to develop an understanding of word relationships.	I can sort things into groups and use the names of the groups to help me understand them better.	LA.2.V.2.a	a. Ask and answer questions about key words and phrases to determine their meaning.	I can ask and answer questions about key words and phrases to figure out their meaning.	LA.3.V.2.a	a. Distinguish between literal and nonliteral meanings of words and phrases in context (e.g., take steps).	I can identify literal and nonliteral meanings of words and phrases.	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.	I can explain the meaning of similes and metaphors in grade-level texts.	LA.5.V.2.a	a. Interpret figurative language, including similes and metaphors, in context.	I can explain the meaning of similes and metaphors in grade-level texts.
	LA.K.V.2.b	b. With prompting and support, deepen understanding of words by identifying and relating them to their opposites.	With prompting and support, I can learn more about words by 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).	I can figure out the meaning of words by their features or characteristics.	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).	I can tell the difference between similar verbs. I can tell the difference between similar adjectives.	LA.3.V.2.b	b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	I can identify real-life connections between words and their use.	LA.4.V.2.b	b. Recognize and explain the meaning of commonly occurring idioms and adages.	I can recognize and explain the meaning of idioms and adages.	LA.5.V.2.b	b. Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs.	I can recognize and explain the meaning of idioms, adages, and proverbs.
LA.K.V.2.c	c. With prompting and support, ask and answer questions about key words and phrases to determine their meaning.	With prompting and support, I can ask and answer questions about words and phrases to figure out their meaning.	LA.1.V.2.c	c. Ask and answer questions about key words and phrases to determine their meaning.	I can ask and answer questions about words and phrases to figure out 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).	I can tell the difference between words that describe states of mind or degrees of certainty.	LA.4.V.2.c	c. Use knowledge of words by relating them to their antonyms and synonyms.	I can identify antonyms and synonyms for words.	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.	I can show relationships between words (antonyms, synonyms, homographs) to better understand them.	

	<p>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.</p>	<p>With prompting and support, I can identify and explain words about my feelings and my 5 senses.</p>	<p>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).</p>	<p>I can tell the difference between verbs (action words) that are almost alike (walk, march, strut, prance).</p>										
<p>Foundations of Writing Apply handwriting skills to communicate ideas and information.</p>														
<p>LA.K.FW.1 LA.K.FW.1</p>	<p>Demonstrate basic handwriting skills.</p>	<p>I can make my writing neat so others can read it.</p>	<p>LA.1.FW.1 LA.1.FW.1</p>	<p>Demonstrate and apply handwriting skills.</p>	<p>I can make my writing neat so others can read it easily.</p>	<p>LA.2.FW.1 LA.2.FW.1</p>	<p>Demonstrate and apply handwriting skills.</p>	<p>I can make my writing neat, with correct letter formation, so others can read it easily.</p>						
<p>LA.K.FW.1.a LA.K.FW.1.a</p>	<p>a. Identify and match upper and lowercase manuscript letters.</p>	<p>I can name and match upper and lowercase letters.</p>	<p>LA.1.FW.1.a LA.1.FW.1.a</p>	<p>a. Print all upper and lowercase manuscript letters using correct formation.</p>	<p>I can print all of the upper and lowercase letters</p>	<p>LA.2.FW.1.a LA.2.FW.1.a</p>	<p>a. Write legibly using correct formation of letters with automaticity and proper spacing between words.</p>	<p>I can make my writing neat, with correct letter formation, so others can read it easily.</p>						
<p>LA.K.FW.1.b LA.K.FW.1.b</p>	<p>b. Print many upper and lowercase manuscript letters using reference materials and classroom resources.</p>	<p>I can write upper and lowercase letters.</p>	<p>LA.1.FW.1.b LA.1.FW.1.b</p>	<p>b. Write the common grapheme (letter or letter group) for each phoneme.</p>	<p>I can use what I know about letters and their sounds to spell new words correctly.</p>									
<p>LA.K.FW.1.c LA.K.FW.1.c</p>	<p>c. Write left to right and use appropriate spacing between letters and words.</p>	<p>I can write left to right and use space between words.</p>	<p>LA.1.FW.1.c LA.1.FW.1.c</p>	<p>c. Use appropriate spacing between letters and words.</p>	<p>I can use spaces between words.</p>									
<p>LA.K.FW.2 LA.K.FW.2</p>	<p>Demonstrate sound-letter concepts when writing.</p>	<p>I can hear a letter sound and write the correct letter.</p>	<p>LA.1.FW.2 LA.1.FW.2</p>	<p>Demonstrate sound-letter concepts when writing.</p>	<p>I can hear a letter sound and write the correct letter.</p>	<p>LA.2.FW.2 LA.2.FW.2</p>	<p>Demonstrate sound-letter concepts when writing.</p>	<p>I can hear a letter sound and write the correct letter.</p>						
<p>LA.K.FW.2.a LA.K.FW.2.a</p>	<p>a. Segment phonemes orally in single-syllable words.</p>	<p>I can use what I know about letters and sounds to spell easy words.</p>	<p>LA.1.FW.2.a LA.1.FW.2.a</p>	<p>a. Segment phonemes in two- and three-phoneme syllables.</p>	<p>I can use what I know about letters and sounds to spell words.</p>	<p>LA.2.FW.2.a LA.2.FW.2.a</p>	<p>a. Write common graphemes (letters or letter groups) for each phoneme.</p>	<p>I can use what I know about letters and sounds to spell words.</p>						

LA.K.FW.2.b	b. Demonstrate understanding that syllables are organized around vowel sounds.	I can use what I know about short vowel sounds to write easy words.	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.	I can use what I know about letters and sounds to spell words.												
LA.K.FW.2.c	c. Form upper and lowercase manuscript letters using reference materials and classroom resources.	I can print lots of upper and lowercase letters.															
LA.K.FW.2.d	d. Write left to right and use appropriate spacing between letters and words.	I can show that I know how to write sentences correctly.															
Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.																	
LA.K.W.1	With prompting and support, form and use complete simple sentences in shared language activities.	I can create longer complete sentences with my class.	LA.1.W.1	Write and expand grammatically correct simple sentences and paragraphs.	I can write complete sentences and paragraphs.	LA.2.W.1	Write and expand grammatically correct sentences (e.g. declarative, imperative, interrogative, exclamatory).	I can write paragraphs using different types of sentences.	LA.3.W.1	Write paragraphs using a variety of sentence types.	I can 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.	I can write a variety of sentences with correct conventions to create paragraphs.	LA.5.W.1	Create grammatically correct multi-paragraph compositions with varied sentence structures.	I can write paragraphs using a variety of sentence structures.
LA.K.W.1.a	a. Capitalize the first word in a sentence and the pronoun I.	I can 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).	I can capitalize proper nouns and use capital letters in dates. I can use capital letters when I write people's names.	LA.2.W.1.a	a. Capitalize proper nouns (e.g., holidays, countries, product names).	I can use capital letters at the beginnings of holidays, product names, and places on a map.	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.	I can use capital letters when writing proper nouns, proper adjectives, and words in titles.	LA.4.W.1.a	a. Capitalize proper nouns (e.g., organizations, geographic regions, monuments and landmarks).	I can use capital letters when writing proper nouns.	LA.5.W.1.a	a. Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works.	I can correctly use capital letters, underlining, quotations marks, and italics in my writing.
LA.K.W.1.b	b. Recognize and name end punctuation.	I can find and name punctuation at the end of a sentence.	LA.1.W.1.b	b. Use end punctuation, commas in dates, and commas to separate single words in a series.	I can use the right punctuation at the ends of sentences. I can use commas when I write the date.	LA.2.W.1.b	b. Use commas in greetings and closings of letters; use apostrophes to form contractions and frequently occurring possessives.	I can use commas in greetings and closings of letters. I can use apostrophes to make contractions. I can use apostrophes to show possession.	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.	I can use commas, quotation marks, and apostrophes correctly.	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.	I can use commas, quotation marks, and apostrophes correctly.	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.	I can correctly use commas in a variety of ways.

LA.K.W.2	LA.K.W.1.c	c. Identify nouns (e.g., singular and plural) and simple verbs (e.g., action).	I can use nouns (words that name) and verbs (action words).	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.	I can use nouns. I can use pronouns. I can use verbs. I can use 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.	I can use collective nouns (a group of people, a pride of lions). I can make and use irregular plural nouns correctly. I can use pronouns. I can make and use complete simple and compound sentences.	LA.3.W.1.c	c. Use frequently occurring nouns (e.g., concrete and abstract), verbs (regular and irregular), and simple verb tenses.	I can use nouns and past, present, and future verb tenses correctly.	LA.4.W.1.c	c. Identify and use simple appositive phrases.	I can identify and use 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.	I can 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/.	I can make nouns plural (more than one) by adding "s" or "es," "es" to the end.	LA.1.W.1.d	d. Form and use regular and frequently occurring irregular plural nouns.	I can use regular and irregular plural nouns.	LA.2.W.1.d	d. Maintain consistent verb tense across sentences or paragraphs.	I can maintain consistent verb tense in sentences and paragraphs.	LA.3.W.1.d	d. Distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses.	I can use coordinating conjunctions (e.g., and, but, or, nor, for, yet, so) and subordinating conjunctions (e.g., although, because, since, unless) correctly within parts of sentences.	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).	I can identify and use object and subject pronouns, helping and linking verbs, and adverbs correctly.	LA.5.W.1.d	d. Distinguish between and use types of adjectives (e.g., comparative, superlative).	I can distinguish between and use types of adjectives (e.g., comparative, superlative).	
	LA.K.W.1.e	e. Use interrogatives to ask questions.	I can understand and use question words. (who, what, where, when, why, and how).	LA.1.W.1.e	e. Use subject-verb agreement in simple and compound sentences.	I can use verbs in the right way to tell about the past, the present, and the future.					LA.3.W.1.e	e. Explain the function of adjectives and adverbs in simple, compound, and complex sentences.	I can explain how to use adjectives and adverbs in different types of sentences.	LA.4.W.1.e	e. Distinguish between frequently confused words (e.g., to, too, two; there, their, they're).	I can tell the difference between easily confused words (homophones).	LA.5.W.1.e	e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.	I can 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.	I can use nouns (words that name) and verbs (action words).								LA.3.W.1.f	f. Use correct subject-verb and pronoun-antecedent agreement in speaking and writing.	I can 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.	I can hear and identify fragment and run-on sentences in speaking and writing.			
											LA.3.W.1.g	g. Use frequently occurring prepositions and prepositional phrases.	I can use prepositions in my writing.						
	LA.1.W.2	With prompting and support, I can write for many reasons and for different people.	Develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.	LA.1.W.2	I can write for many reasons and for different people.	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.	LA.2.W.2	I can write for many reasons and for different people.	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.	LA.3.W.2	I can write for a variety of purposes and audiences.	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.	LA.4.W.2	I can write for a variety of purposes and audiences.	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.	LA.5.W.2	I can write for a variety of purposes and audiences.	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.	

Writing	LA.K.W.2.a	a. Use prewriting activities and resources to generate ideas.	I can plan my writing before I begin.	LA.1.W.2.a	a. Use prewriting activities and resources to generate and organize ideas.	I can use stories and books to help me plan for my writing.	LA.2.W.2.a	a. Use prewriting activities and resources to plan, organize, and draft writing.	I can use prewriting activities to plan, organize, and draft writing.	LA.3.W.2.a	a. Use prewriting activities and resources to plan, organize, and draft writing.	I can use prewriting activities to plan, organize, and draft writing.	LA.4.W.2.a	a. Use prewriting activities and resources to plan, organize, and draft writing.	I can use prewriting activities to plan, organize, and draft writing.	LA.5.W.2.a	a. Use prewriting activities and resources to plan, organize, and draft writing.	I can use prewriting activities to plan, organize, and draft writing.
	LA.K.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	I can create short and long pieces of writing.	LA.1.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	I can change my writing when the piece gets longer or more difficult.	LA.2.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	I can change my writing when the piece gets longer or more difficult.	LA.3.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	I can change my writing when the piece gets longer or more difficult.	LA.4.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	I can change my writing when the piece gets longer or more difficult.	LA.5.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	I can change my writing when the piece gets longer or more difficult.
	LA.K.W.2.c	c. Use feedback from others to improve writing and/or add details.	I can make my writing better with help from others.	LA.1.W.2.c	c. Use feedback from others to improve writing and/or add details.	I can make my writing better with help from others.	LA.2.W.2.c	c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	I can use ideas and feedback from others to revise and improve my writing.	LA.3.W.2.c	c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	I can use strategies and feedback from others to revise and improve my writing.	LA.4.W.2.c	c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	I can use strategies and feedback from others to revise and improve my writing.	LA.5.W.2.c	c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	I can use strategies and feedback from others to revise and improve my writing.
	LA.K.W.2.d	d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	I can read and use different types of print and digital text.	LA.1.W.2.d	d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	I can read and use different types of print and digital text.	LA.2.W.2.d	d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	I can improve and clarify my writing by editing and proofreading with the help of peers and adults.	LA.3.W.2.d	d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	I can improve and clarify my writing by editing and proofreading with the help of peers and adults.	LA.4.W.2.d	d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	I can improve and clarify my writing by editing and proofreading with the help of peers and adults.	LA.5.W.2.d	d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	I can improve and clarify my writing by editing and proofreading with the help of peers and adults.
	LA.K.W.2.e	e. Use appropriate digital/multimedia tools to produce, enhance, and/or publish writing individually or with peers.	I can use digital/multimedia tools to write alone or with classmates.	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.	I can use print and digital/multimedia tools to produce, enhance, and/or publish alone or with peers.	LA.2.W.2.e	e. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	I can use and decipher many formats of print and digital text.	LA.3.W.2.e	e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).	I can use and decipher many formats of print and digital text.	LA.4.W.2.e	e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).	I can use and decipher multiple formats of print and digital text.	LA.5.W.2.e	e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).	I can use and decipher multiple formats of print and digital text.
	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 alone or with peers.	I can use print and digital/multimedia tools to produce, enhance, and/or publish alone or with peers.	LA.5.W.2.f	f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish alone or with peers.	I can use print and digital/multimedia tools to produce, enhance, and/or publish alone or with peers.	LA.5.W.2.f	f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish alone or with peers.	I can use print and digital/multimedia tools to produce, enhance, and/or publish alone or with peers.	LA.5.W.2.f	f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish alone or with peers.	I can use print and digital/multimedia tools to produce, enhance, and/or publish alone or with peers.

Modes of Writing

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

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>	With support, I can tell the order of events in a story by drawing, speaking, and writing.	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>	With prompting and support, I can write personal or fictional narratives that retell two or more sequenced events.	LA.2.W.3	<i>Write personal or fictional narratives that retell two or more appropriately sequenced events.</i>	I can write personal or fictional narratives that retell two or more sequenced events.	LA.3.W.3	<i>Write creative and/or expressive pieces that describe a well-developed event or experience.</i>	I can write creatively and descriptively about an event or experience.	LA.4.W.3	<i>Write creative and/or expressive pieces that describe a well-developed event or experience.</i>	I can write creatively and expressively when describing an event or experience.	LA.5.W.3	<i>Write creative and/or expressive pieces that describe a well-developed event or experience.</i>	I can write creatively and expressively when describing an event or experience.
			LA.1.W.3.a	<i>a. Include some relevant details.</i>	I can include important details in my writing.	LA.2.W.3.a	<i>a. Include relevant details about characters and settings.</i>	I can include details about the characters and setting.	LA.3.W.3.a	<i>a. Engage and orient the reader by establishing a situation and introducing a narrator and/or character(s).</i>	I can engage the reader in my writing by establishing a situation and introducing a narrator and/or character(s).	LA.4.W.3.a	<i>a. Establish a situation and introduce a narrator and/or character(s).</i>	I can establish a situation and introduce a narrator and/or character(s).	LA.5.W.3.a	<i>a. Establish a situation and introduce a narrator and/or characters.</i>	I can establish a situation and introduce a narrator and/or characters.
			LA.1.W.3.b	<i>b. Use time order words to signal sequence of events.</i>	I can write a story in the correct order.	LA.2.W.3.b	<i>b. Use time order words to signal a sequence of events.</i>	I can write a story in the correct order.	LA.3.W.3.b	<i>b. Include descriptive details about characters, events, or settings.</i>	I can write a story with descriptive details.	LA.4.W.3.b	<i>b. Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings.</i>	I can write a story with descriptive details and dialogue that develop characters, events, and settings.	LA.5.W.3.b	<i>b. Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events.</i>	I can use precise words, descriptive details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events.
			LA.1.W.3.c	<i>c. Provide a sense of closure.</i>	I can write an ending to a story.	LA.2.W.3.c	<i>c. Provide a sense of closure.</i>	I can write an ending to a story.	LA.3.W.3.c	<i>c. Use words and phrases to signal a sequence of events.</i>	I can use words and phrases to write a story in the correct order.	LA.4.W.3.c	<i>c. Use transitional words and phrases to organize a sequence of events that unfolds naturally.</i>	I can use transitional words and phrases to write a story in the correct order.	LA.5.W.3.c	<i>c. Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally.</i>	I can use a variety of transitional words and phrases to write a story in the correct order.
									LA.3.W.3.d	<i>d. Provide a closure related to the creative or expressive event or experience.</i>	I can provide closure related to the creative or expressive event or experience in my writing.	LA.4.W.3.d	<i>d. Provide a conclusion related to the creative or expressive event or experience.</i>	I can provide a conclusion related to the creative or expressive event or experience.	LA.5.W.3.d	<i>d. Provide a conclusion related to the creative or expressive event or experience.</i>	I can provide a conclusion related to the creative or expressive event or experience.
LA.K.W.4	<i>With prompting and support, express an opinion about a topic or text using one supporting reason using a combination of drawing, dictating, and/or writing.</i>	With support, I can share my ideas about a topic or text by drawing, speaking, and writing.	LA.1.W.4	<i>With prompting and support, express an opinion about a topic or text and provide a supporting reason.</i>	With support, I can share my ideas about a topic or text.	LA.2.W.4	<i>Express an opinion and provide supporting reasons.</i>	I can share my opinion and give supporting reasons.	LA.3.W.4	<i>Write opinion pieces with supporting reasons and/or evidence.</i>	I can write opinion pieces that include supporting evidence.	LA.4.W.4	<i>Write opinion pieces that explain a perspective with supporting reasons and/or evidence.</i>	I can write opinion pieces that explain a perspective and provide supporting evidence.	LA.5.W.4	<i>Write opinion pieces that explain a perspective with supporting reasons and evidence.</i>	I can write opinion pieces that explain a perspective and provide supporting evidence.

				LA.1.W.4.a	a. Introduce a topic or text.	I can introduce a topic or text.		LA.2.W.4.a	a. Introduce a topic or text.	I can 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.	I can clearly introduce a topic and state an opinion with 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.	I can clearly introduce a topic and state an opinion with reasons and/or evidence.		LA.5.W.4.a	a. Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically.	I can clearly introduce a topic, state an opinion or perspective, and develop a structure with logical ideas.
				LA.1.W.4.b	b. State an opinion and provide a reason to support the opinion.	I can write my opinion about a topic and give reasons for my thinking.		LA.2.W.4.b	b. State an opinion and provide reasons to support the opinion.	I can write my opinion about a topic and give reasons for my thinking.		LA.3.W.4.b	b. Use linking words and phrases to connect opinions and reasons.	I can 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.	I can use facts and details to support reasons and evidence.		LA.5.W.4.b	b. Use facts and details to support reasons and/or evidence.	I can use facts and details to support reasons and evidence.
				LA.1.W.4.c	c. Provide a sense of closure.	I can write an ending.		LA.2.W.4.c	c. Provide a concluding statement or section.	I can write a concluding sentence or paragraph.		LA.3.W.4.c	c. Provide a concluding statement or section related to the opinion.	I can write a concluding sentence or paragraph about the opinion.		LA.4.W.4.c	c. Use linking words and phrases to connect ideas.	I can use linking words and phrases to connect ideas.		LA.5.W.4.c	c. Use words, phrases, and key vocabulary to connect ideas.	I can use words, phrases and vocabulary to connect ideas.
															LA.4.W.4.d	d. Provide a concluding statement or section related to the opinion.	I can write a concluding sentence or paragraph about the opinion.		LA.5.W.4.d	d. Provide a concluding statement or section related to the perspective.	I can write a concluding sentence or paragraph 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.	With support, I can write about a topic or text with one supporting fact using a combination of drawing, dictating, and/or writing.	With prompting and support, write informative/explanatory pieces about a topic or text with supporting facts and details.	LA.1.W.5	Write informative/explanatory pieces about a topic or text with supporting facts and details.	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.	I can write 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.	I can write information 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.	I can 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.	I can write informative/explanatory pieces to examine a topic or text and clearly communicate ideas and information.
				LA.1.W.5.a	a. Introduce a topic.	I can introduce a topic.		LA.2.W.5.a	a. Introduce a topic or text.	I can 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.	I can introduce a topic and group related information together, including any useful illustrations.		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.	I can 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.	I can introduce a topic clearly and provide a general focus while 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.	I can develop a topic using supporting facts and details.		LA.2.W.5.b	b. Develop a topic with facts, details, and definitions.	I can 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.	I can 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.	I can 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.	I can 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.	I can use words and phrases related to the topic.	LA.2.W.5.c	c. Use words and phrases related to the topic.	I can 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.	I can use linking words and key vocabulary to connect ideas and information.	LA.4.W.5.c	b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.	I can develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.	LA.5.W.5.c	c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.	I can 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.	I can give an ending.	LA.2.W.5.d	d. Provide a concluding statement or section.	I can give an ending to a statement or section.	LA.3.W.5.d	d. Provide a concluding statement or section related to the topic.	I can write an ending to a 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).	I can write an ending statement or section related to the information or explanation.	LA.5.W.5.d	d. Provide a concluding statement or section related to the information or explanation(s).	I can write an ending statement or section related to the information or explanation.
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.	With support, I can use my book to answer a question by 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.	With support, I can find information from a book to answer questions.	LA.2.W.6	Locate information from provided sources to answer questions about a topic.	I can find information from books or 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.	I can 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.	I can 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.	I can locate and summarize appropriate 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.	I can retell information from the books given to me.	LA.2.W.6.a	a. Retell information from provided sources to support ideas while avoiding plagiarism.	I can retell information from books or sources to support ideas in my own words.	LA.3.W.6.a	a. Paraphrase information from sources to support ideas while avoiding plagiarism.	I can restate information from sources to support ideas using my own words.	LA.4.W.6.a	a. Paraphrase information and evidence to support ideas while avoiding plagiarism.	I can restate 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.	I can paraphrase information and evidence to support ideas while avoiding plagiarism and using my own words.
			LA.1.W.6.b	b. Use provided print and/or digital tools to gather information and ideas to answer questions.	I can use print and/or digital tools to collect information to answer questions.	LA.2.W.6.b	b. Identify print and digital tools to gather information and ideas and answer questions.	I can 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.	I can identify print and digital tools that would help me collect information and ideas to answer questions.	LA.4.W.6.b	b. Identify print and digital tools to gather information and evidence.	I can 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.	I can locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to answer questions and create new understandings.
			LA.1.W.6.c	c. Sort evidence and information into categories.	I can sort evidence and information into categories.	LA.2.W.6.c	c. Sort evidence and information into categories.	I can sort information into categories.	LA.3.W.6.c	c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.	I can sort evidence into categories using a simple note-taking format to organize information.	LA.4.W.6.c	c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.	I can sort evidence into categories using a simple 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.	I can sort evidence into categories using a simple note-taking format to collect and organize information.

			LA.1.W.6.d	d. Demonstrate academic integrity by referencing sources in writing and speaking.	I can use print and/or digital tools to collect information to answer questions.	LA.2.W.6.d	d. Demonstrate academic integrity by referencing sources in writing and speaking.	I can be honest about the books I used to find answers 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.	I can show honesty by not overrelying on any one book in writing and speaking while providing 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.	I can show academic honesty by avoiding overreliance on any one source and referencing sources in writing and speaking while providing 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.	I can 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).	I can practice safe behaviors when working 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).	I can practice safe 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).	I can practice safe 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).	I can practice safe 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).	I can 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.

LA.K.SL.1	With prompting and support, participate with peers and adults in structured discussions and routines about Kindergarten topics and texts.	With support, I can join with friends and adults to talk 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.	I can join with friends and adults to talk 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.	I can join with peers and adults to talk 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.	I can prepare for, and participate in discussions 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.	I can prepare for, and participate in, discussions 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.	I can prepare for, and participate in, structured discussions and collaborations about 5th grade topics and texts.
LA.K.SL.1.a	a. Ask pertinent questions to acquire or confirm information.	I can ask questions to help me understand what is being read to me.	LA.1.SL.1.a	a. Ask pertinent questions to acquire or confirm information.	I can ask questions during conversations to help me understand what is being shared.	LA.2.SL.1.a	a. Ask pertinent questions to acquire or confirm information.	I can ask questions about what a speaker says to help me understand the information better.	LA.3.SL.1.a	a. Ask relevant questions to build on ideas and acquire or confirm information.	I can ask questions to help me connect my ideas and acquire new information.	LA.4.SL.1.a	a. Ask relevant questions to build on ideas or acquire or confirm information.	I can ask questions to help me connect my ideas and acquire new information.	LA.5.SL.1.a	a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	I can ask relevant questions to build on ideas, clarify own ideas, and gather or confirm information.
LA.K.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	I can use good communication skills when I speak and listen.	LA.1.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	I can use good communication skills when I speak and listen.	LA.2.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	I can use good communication skills when I speak and listen.	LA.3.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a discussion or collaboration.	I can use good communication skills when I speak and listen.	LA.4.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	I can use good communication skills when I speak and listen.	LA.5.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	I can demonstrate interpretation of verbal and non-verbal messages in a conversation.

Speaking and Listening	LA.K.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	I can respectfully talk with others and listen to their ideas.	LA.1.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	I can respectfully talk with others and listen to their ideas.	LA.2.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	I can respectfully talk with others and listen to their ideas.	LA.3.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	I can respectfully talk with others and listen to their ideas.	LA.4.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	I can respectfully talk with others and listen to their ideas.	LA.5.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	I can respectfully talk with others and listen to their ideas.
	LA.K.SL.1.d	d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).	I can listen attentively to others.	LA.1.SL.1.d	d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).	I can listen attentively to others.	LA.2.SL.1.d	d. Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling).	I can listen actively and attentively to others.	LA.3.SL.1.d	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).	I can listen actively and attentively to others.	LA.4.SL.1.d	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).	I can listen actively and attentively to others.	LA.5.SL.1.d	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning).	I can listen actively and attentively to others.
	LA.K.SL.1.e	e. Complete a task following one/two-step directions.	I can follow one and two step directions.	LA.1.SL.1.e	e. Complete a task following one/two-step directions.	I can follow one and two step directions.	LA.2.SL.1.e	e. Complete a task following multi-step directions.	I can follow directions with more than one step.	LA.3.SL.1.e	e. Complete a task following multi-step directions.	I can follow directions with more than one step.	LA.4.SL.1.e	e. Complete a task following multi-step directions.	I can follow multistep directions.	LA.5.SL.1.e	e. Complete a task following multi-step directions.	I can follow multistep 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.																	
	LA.K.SL.2	With prompting and support, describe familiar people, places, things, and events, and provide additional detail.	I can talk about people, places, things, and events.	LA.1.SL.2	Tell a story or recount experiences with appropriate facts and pertinent descriptive details.	I can retell a story with facts and details.	LA.2.SL.2	Tell a story or recount an experience with appropriate facts and pertinent descriptive details.	I can retell a story including facts and details that explain how and why.	LA.3.SL.2	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.	I can report on a topic or text and retell the story or experience with facts and relevant, descriptive details.	LA.4.SL.2	Report on a topic or text, tell a story, or present an opinion, with logical sequencing, facts, and details to support themes or central ideas.	I can report on a topic, text, or opinion, with logical sequencing, facts, and details to support themes or central ideas.	LA.5.SL.2	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 can report on a topic, text, or opinion, with logical sequencing, facts, and details to support themes or central ideas.
	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.	I can speak so that others understand me.	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.	I can speak clearly in many situations, including sharing my ideas about the books I read.	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.	I can speak clearly in many situations, including sharing my ideas about text.	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.	I can speak clearly in many situations, including sharing my ideas about text.	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.	I can speak clearly in many situations, including sharing my ideas about text.	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.	I can speak clearly in many situations, including sharing my ideas about text.
	LA.K.SL.2.b	b. Convey a personal perspective with clear reasons.	I can explain my ideas to others.	LA.1.SL.2.b	b. Convey a personal perspective with clear reasons.	I can explain my ideas to others.	LA.2.SL.2.b	b. Convey a personal perspective with clear reasons.	I can communicate my point of view.	LA.3.SL.2.b	b. Convey a perspective with clear reasoning and support.	I can communicate and support my point of view.	LA.4.SL.2.b	b. Convey a perspective with clear reasoning and support.	I can communicate and support my point of view.	LA.5.SL.2.b	b. Convey a perspective with clear reasoning and support.	I can communicate and support my point of view.

	<p>LA.K.SL.2.c</p> <p>c. Explain the purpose of information being presented.</p>	<p>I can explain why information is being shared.</p>	<p>LA.1.SL.2.c</p> <p>c. With prompting and support, explain the purpose of information being presented.</p>	<p>With support, I can tell why information is being shared.</p>		<p>LA.2.SL.2.c</p> <p>c. Explain the purpose and credibility of information being presented.</p>	<p>I can explain why information is being shared and if it is true or not.</p>		<p>LA.3.SL.2.c</p> <p>c. Identify the purpose and credibility of information being presented.</p>	<p>I can identify the purpose and the reasons or evidence that a speaker gives to support his/her points.</p>		<p>LA.4.SL.2.c</p> <p>c. Identify the purpose and credibility of information being presented.</p>	<p>Identify the purpose and credibility of information being presented.</p>		<p>LA.5.SL.2.c</p> <p>c. Identify the purpose and credibility of information being presented.</p>	<p>Identify the purpose and credibility of information being presented.</p>
	<p>LA.K.SL.2.d</p> <p>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).</p>	<p>I can tell how and why words are helpful or hurtful.</p>	<p>LA.1.SL.2.d</p> <p>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).</p>	<p>I can tell how and why words are helpful or hurtful.</p>		<p>LA.2.SL.2.d</p> <p>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).</p>	<p>I am aware of how to use appropriate words in helpful rather than a hurtful way.</p>		<p>LA.3.SL.2.d</p> <p>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</p>	<p>I can explain the appropriate use of words (e.g., stereotypes, multiple meanings of words).</p>		<p>LA.4.SL.2.d</p> <p>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</p>	<p>I can explain the appropriate use of words (e.g., stereotypes, multiple meanings of words).</p>		<p>LA.5.SL.2.d</p> <p>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</p>	<p>I can explain the appropriate use of words (e.g., stereotypes, multiple meanings of words).</p>
	<p>LA.K.SL.2.e</p> <p>e. Use appropriate visual and/or digital tools to support verbal communication.</p>	<p>I can use visual and/or digital tools to help me share facts and details better.</p>	<p>LA.1.SL.2.e</p> <p>e. Use appropriate visual and/or digital tools to support verbal communication.</p>	<p>I can use visual and/or digital tools to help me share facts and details better.</p>		<p>LA.2.SL.2.e</p> <p>e. Use appropriate visual and/or digital tools to support verbal communication.</p>	<p>I can use visual and/or digital tools to help me share facts and details better.</p>		<p>LA.3.SL.2.e</p> <p>e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</p>	<p>I can use visual and/or digital tools to enhance verbal communication and add interest.</p>		<p>LA.4.SL.2.e</p> <p>e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</p>	<p>I can use visual and/or digital tools to enhance verbal communication and add interest.</p>		<p>LA.5.SL.2.e</p> <p>e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</p>	<p>I can use visual and/or digital tools to enhance verbal communication and add interest.</p>