

Kindergarten – Second Grade ELA Standards

Inquiry-Based Literacy Standards (I)

Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

KINDERGARTEN	GRADE ONE	GRADE TWO
1.1 Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest.	1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.	1.1 Ask self-generated questions that lead to group conversations, explorations, and investigations.

Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

2.1 With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.	2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.	2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.
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Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

3.1 With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.	3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.	3.1 Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers.
3.2 With guidance and support, select information, revise ideas, and record and communicate findings.	3.2 Select the most important information, revise ideas, and record and communicate findings.	3.2 Select the most important information, revise ideas, and record and communicate findings.

Standard 4: Synthesize information to share learning and/or take action.

4.1 With guidance and support, discover relationships and patterns during the inquiry process.	4.1 Draw conclusions from relationships and patterns discovered during the inquiry process.	4.1 Interpret relationships and patterns discovered during the inquiry process.
4.2 With guidance and support, use tools to communicate findings.	4.2 Determine appropriate tools to communicate findings.	4.2 Use appropriate tools to communicate findings and/or take informed action.
4.3 With guidance and support, reflect on findings.	4.3 Reflect on findings and take action.	4.3 Reflect on findings and pose new questions for further inquiry.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.

5.1 With guidance and support, recognize the value of individual and collective thinking.	5.1 Recognize the value of individual and collective thinking.	5.1 Acknowledge and value individual and collective thinking.
5.2 With guidance and support monitor and assess learning to guide inquiry	5.2 Monitor and assess learning to guide inquiry.	5.2 Monitor and assess learning to guide inquiry.
<i>This indicator does not begin until Grade 1.</i>	5.3 Articulate the thinking process.	5.3 Articulate the process of learning and seek appropriate help.

Reading – Literary Text (RL)

Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.

Teachers should continue to address earlier standards as they apply to more complex text.

Students are expected to build upon and continue applying concepts learned previously.

By the end of second grade, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: historical fiction, contemporary realistic fiction, picture books, folktales, fables, tall tales, and fantasy. In the category of literary nonfiction, they read autobiographical and biographical sketches. In the category of poetry, they read narrative, lyrical, and humorous poems and free verse.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

KINDERGARTEN	GRADE ONE	GRADE TWO
1.1 Follow words from left to right, top to bottom, and front to back.	1.1 Recognize the distinguishing features of a sentence.	<i>1.1 Students are expected to build upon and continue applying previous learning.</i>
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	1.2 Students are expected to build upon and continue applying previous learning.	
1.3 Understand that words are separated by spaces in print.	1.3 Students are expected to build upon and continue applying previous learning.	
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	1.4 Students are expected to build upon and continue applying previous learning.	

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

2.1 Recognize and produce rhyming words.	2.1 Distinguish long from short vowel sounds in spoken single-syllable words.	<i>2.1 Students are expected to build upon and continue applying previous learning.</i>
2.2 Count, pronounce, blend, and segment syllables in spoken words.	2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.	<i>2.2 Students are expected to build upon and continue applying previous learning.</i>
2.3 Blend and segment onsets and rimes of single-syllable spoken words.	2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	<i>2.3 Students are expected to build upon and continue applying previous learning.</i>
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	<i>2.4 Students are expected to build upon and continue applying previous learning.</i>
2.5 Add or substitute individual sounds in simple, one-syllable words to make new words.	<i>2.5 Students are expected to build upon and continue applying previous learning.</i>	

Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.

3.1 Produce one-to-one letter-sound correspondences for each consonant.	3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.	3.1 Use knowledge of r-controlled vowels to read.
3.2 Associate long and short sounds of the five major vowels with their common spellings.	3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	3.2 Use knowledge of how syllables work to read multisyllabic words.
3.3 Read regularly spelled one-syllable words.	3.3 Read a two-syllable word by breaking the word into syllables.	3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.
3.4 Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.	3.4 Use final-e and common vowel team conventions to read words with long vowel sounds.	3.4 Use and apply knowledge of vowel diphthongs.
3.5 Read common high-frequency words.	3.5 Read words with inflectional endings.	3.5 Use and apply knowledge of how inflectional endings change words.
3.6 Recognize grade-appropriate irregularly spelled words.	3.6 Recognize and read grade-appropriate irregularly spelled words.	3.6 Recognize and read grade-appropriate irregularly spelled words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

4.1 Read emergent-reader texts with purpose and understanding.	4.1 Read grade-level texts with purpose and understanding.	4.1 Read grade-level texts with purpose and understanding.
4.2 Read emergent-reader texts orally with accuracy, appropriate rate, and expression.	4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
4.3 Use picture cues to confirm or self-correct word recognition and understanding.	4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.	<i>4.3 Students are expected to build upon and continue applying previous learning.</i>

Meaning and Context (MC)**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

KINDERGARTEN	GRADE ONE	GRADE TWO
5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.
5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	5.2 Make predictions before and during reading; confirm or modify thinking.

Standard 6: Summarize key details and ideas to support analysis of thematic development.

6.1 Describe the relationship between illustrations and the text.	6.1 Describe the relationship between the illustrations and the characters, setting, or events.	6.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.
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Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.

7.1 With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.	7.1 Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.	7.1 Retell the sequence of major events using key details; determine the theme in a text heard or read.
7.2 Read or listen closely to compare familiar texts.	7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.	7.2 Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

8.1 With guidance and support, read or listen closely to: a. describe characters and their actions; b. compare characters' experiences to those of the reader; c. describe setting; d. identify the problem and solution; and e. identify the cause of an event.	8.1 Read or listen closely to: a. describe characters' actions and feelings; b. compare and contrast characters' experiences to those of the reader; c. describe setting; d. identify the plot including problem and solution; and e. describe cause and effect relationships.	8.1 Read or listen closely to: a. compare and contrast characters' actions, feelings, and responses to major events or challenges; b. describe how cultural context influences characters, setting, and the development of the plot; and c. explain how cause and effect relationships affect the development of plot.
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Language, Craft, and Structure (LCS)

Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

KINDERGARTEN	GRADE ONE	GRADE TWO
9.1 With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each.	9.1 Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.	9.1 Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each.
9.2 With guidance and support, identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	9.2 Identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.

Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

10.1 With guidance and support, ask and answer questions about known and unknown words.	10.1 Ask and answer questions about known and unknown words.	10.1 Use context to determine the meaning of words and phrases.
10.2 With guidance and support, identify new meanings for familiar words and apply them accurately.	10.2 Identify new meanings for familiar words and apply them accurately.	10.2 Determine the meaning of a newly formed word when a known affix is added to a known word.
10.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	10.3 Use inflectional endings and affixes to determine the meaning of unknown words.	10.3 Use a base word to determine the meaning of an unknown word with the same base.
10.4 With guidance and support, identify the individual words used to form a compound word.	10.4 Identify the individual words used to form a compound word.	10.4 Use the meanings of individual words to predict the meaning of compound words.
10.5 With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.	10.5 Use print and multimedia resources to explore word relationships and nuances in word meanings.	10.5 Use print and multimedia resources to determine or clarify the precise meaning of words or phrases.
10.6 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	10.6 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	10.6 Use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.

Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.

11.1 Identify the author and illustrator and define the role of each.	11.1 Identify the author's purpose—to explain, entertain, inform, or convince.	11.1 Identify and analyze the author's purpose.
11.2 Identify who is telling the story, the narrator or characters.	11.2 Distinguish who is telling the story at various points in a text, the narrator or characters.	11.2 Recognize differences between the points of view and perspectives of the narrator and various characters.

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

12.1 Recognize and sort types of literary texts.	12.1 Classify literary texts according to characteristics of a genre.	12.1 Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.
12.2 Recognize the crafted text structure of recurring phrases.	12.2 Recognize how the author uses crafted text structures of recurring phrases and dialogue.	12.2 Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.

Range and Complexity (RC)

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.

KINDERGARTEN	GRADE ONE	GRADE TWO
13.1 Engage in whole and small group reading with purpose and understanding.	13.1 Engage in whole and small group reading with purpose and understanding.	13.1 Engage in whole and small group reading with purpose and understanding.
13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Reading – Informational Text (RI)

Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.

Teachers should continue to address earlier standards as they apply to more complex text.

Students are expected to build upon and continue applying concepts learned previously.

By the end of second grade, students read informational (expository/persuasive/argumentative) texts in print and multimedia formats of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedic entries, book reviews, journals, and speeches. They also read directions, maps, timelines, and graphs.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

KINDERGARTEN	GRADE ONE	GRADE TWO
1.1 Follow words from left to right, top to bottom, and front to back.	1.1 Recognize the distinguishing features of a sentence.	<i>1.1 Students are expected to build upon and continue applying previous learning.</i>
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	1.2 Students are expected to build upon and continue applying previous learning.	
1.3 Understand that words are separated by spaces in print.	1.3 Students are expected to build upon and continue applying previous learning.	
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	1.4 Students are expected to build upon and continue applying previous learning.	

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

2.1 Recognize and produce rhyming words.	2.1 Distinguish long from short vowel sounds in spoken single-syllable words.	<i>2.1 Students are expected to build upon and continue applying previous learning.</i>
2.2 Count, pronounce, blend, and segment syllables in spoken words.	2.2 Produce single-syllable words by blending sounds, including consonant blends in spoken words.	<i>2.2 Students are expected to build upon and continue applying previous learning.</i>
2.3 Blend and segment onsets and rimes of single-syllable spoken words.	2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	<i>2.3 Students are expected to build upon and continue applying previous learning.</i>
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	<i>2.4 Students are expected to build upon and continue applying previous learning.</i>
2.5 Add or substitute individual sounds in simple, single-syllable words to make new words.	<i>2.5 Students are expected to build upon and continue applying previous learning.</i>	

Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.

3.1 Produce one-to-one letter-sound correspondences for each consonant.	3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.	3.1 Use knowledge of r-controlled vowels to read.
3.2 Associate long and short sounds of the five major vowels with their common spellings.	3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	3.2 Use knowledge of how syllables work to read multisyllabic words.
3.3 Read regularly spelled single-syllable words.	3.3 Read a two-syllable word by breaking the word into syllables.	3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.
3.4 Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.	3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.	3.4 Use and apply knowledge of vowel diphthongs.
3.5 Read common high-frequency words.	3.5 Read words with inflectional endings.	3.5 Use and apply knowledge of how inflectional endings change words.
3.6 Recognize grade-appropriate irregularly spelled words.	3.6 Recognize and read grade-appropriate irregularly spelled words.	3.6 Recognize and read grade-appropriate irregularly spelled words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

4.1 Read emergent-reader texts with purpose and understanding.	4.1 Read grade-level texts with purpose and understanding.	4.1 Read grade-level texts with purpose and understanding.
4.2 Read emergent-reader texts orally with accuracy, appropriate rate, and expression.	4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
4.3 Use picture cues to confirm or self-correct word recognition and understanding.	4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.	<i>4.3 Students are expected to build upon and continue applying previous learning.</i>

Meaning and Context (MC)**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

KINDERGARTEN	GRADE ONE	GRADE TWO
5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.
5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	5.2 Make predictions before and during reading; confirm or modify thinking.

Standard 6: Summarize key details and ideas to support analysis of central ideas.

6.1 With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.	6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.	6.1 Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.
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Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

7.1 With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.	7.1 Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.	7.1 Compare and contrast topics, ideas, or concepts across texts in a thematic, author, or genre study heard, read, or viewed.
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Language, Craft, and Structure (LCS)

Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

KINDERGARTEN	GRADE ONE	GRADE TWO
8.1 With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.	8.1 Identify words, phrases, illustrations, and photographs used to provide information.	8.1 Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.
8.2 With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	8.2 Use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	8.2 Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.

Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

9.1 With guidance and support, ask and answer questions about known and unknown words.	9.1 Ask and answer questions about known and unknown words in a text.	9.1 Use context to determine the meaning of words and phrases.
9.2 With guidance and support, identify new meanings for familiar words and apply them accurately.	9.2 Identify new meanings for familiar words and apply them accurately.	9.2 Determine the meaning of a newly formed word when a known affix is added to the word.
9.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	9.3 Use inflectional endings and affixes to determine the meaning of unknown words.	9.3 Use a base word to determine the meaning of an unknown word with the same base.
9.4 With guidance and support, use print and multimedia resources to explore word relationships and meanings.	9.4 Use print and multimedia resources to explore word relationships and meanings.	9.4 Use print and multimedia resources to determine or clarify the precise meaning of words and phrases.
9.5 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	9.5 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	9.5 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.

Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.

10.1 Identify the author and illustrator and define the role of each.	10.1 Identify the author's purpose – to explain, entertain, inform, or convince.	10.1 Identify and analyze the author's purpose.
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Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

11.1 With guidance and support, explore informational text structures within texts heard or read.	11.1 Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships.	11.1 Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning.
11.2 With guidance and support, identify the reasons an author gives to support a position.	11.2 Identify the reasons an author gives to support a position.	11.2 Identify the structures an author uses to support specific points.

Range and Complexity (RC)**Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.**

KINDERGARTEN	GRADE ONE	GRADE TWO
12.1 Engage in whole and small group reading with purpose and understanding.	12.1 Engage in whole and small group reading with purpose and understanding.	12.1 Engage in whole and small group reading with purpose and understanding.
12.2 Read independently for sustained periods of time.	12.2 Read independently for sustained periods of time.	12.2 Read independently for sustained periods of time.
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Writing (W)

Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.

Teachers should continue to address earlier standards as they apply to more complex text.

Students are expected to build upon and continue applying concepts learned previously.

Fundamentals of Writing

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

Meaning, Context, and Craft (MCC)

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

KINDERGARTEN	GRADE ONE	GRADE TWO
1.1 Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.	1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.	1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.
1.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	1.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	1.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.	2.1 Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.	2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	2.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

3.1 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.	3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.	3.1 Explore multiple texts to write narratives that recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.
3.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	3.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	3.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

Language (L)

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

KINDERGARTEN	GRADE ONE	GRADE TWO
4.1 With guidance and support, use nouns.	4.1 Use common, proper, and possessive nouns.	4.1 Use collective nouns.
4.2 With guidance and support, form regular plural nouns orally by adding /s/ or /es/.	4.2 Use singular and plural nouns with matching verbs in basic sentences.	4.2 Form and use frequently occurring irregular plural nouns.
4.3 With guidance and support, understand and use interrogatives.	4.3 Use personal, possessive, and indefinite pronouns.	4.3 Use reflexive pronouns.
4.4 With guidance and support, use verbs.	4.4 Use verbs to convey a sense of past, present, and future.	4.4 Form and use the past tense of frequently occurring irregular verbs.
4.5 With guidance and support, use adjectives.	4.5 Use adjectives and adverbs.	4.5 Use adjectives and adverbs, and choose between them depending on what is to be modified.
4.6 With guidance and support, use prepositional phrases.	4.6 Use prepositional phrases.	4.6 Use positional, time, and place prepositional phrases.
4.7 With guidance and support, use conjunctions.	4.7 Use conjunctions.	4.7 Use conjunctions.
4.8 Produce and expand complete sentences.	4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	4.8 Produce, expand, and rearrange complete simple and compound sentences.

Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.1 Capitalize the first word in a sentence and the pronoun <i>I</i> .	5.1 Capitalize the first word of a sentence, dates, names, and the pronoun <i>I</i> .	5.1 Capitalize greetings, months, days of the week, holidays, geographic names, and titles.
5.2 Recognize and name end punctuation.	5.2 Use: a. periods, question marks, and exclamation marks at the end of sentences; and b. commas in dates and to separate items in a series.	5.2 Use: a. periods, question marks, or exclamation marks at the end of sentences; b. commas in greetings and closings of letters, dates, and to separate items in a series; and c. apostrophes to form contractions and singular possessive nouns.
5.3 Write letter(s) for familiar consonant and vowel sounds.	5.3 Use conventional spelling for words with common spelling patterns.	5.3 Generalize learned spelling patterns and word families.

5.4 Spell simple words phonetically.	5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.	5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high-frequency words.
5.5 Consult print and multimedia resources to check and correct spellings.	5.5 Consult print and multimedia resources to check and correct spellings.	5.5 Consult print and multimedia resources to check and correct spellings.

Range and Complexity (RC)

Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

KINDERGARTEN	GRADE ONE	GRADE TWO
6.1 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.	6.1 Write routinely and persevere in writing tasks for a variety of purposes and audiences.	6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.
6.2 Print upper-and lower-case letters.	6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.	6.2 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.
6.3 Recognize that print moves from left to right and that there are spaces between words.	6.3 Write left to right leaving space between words.	<i>6.3 Students are expected to build upon and continue applying previous learning.</i>
6.4 Locate letter keys on an electronic device.	6.4 Locate letter keys on an electronic device to type simple messages.	6.4 Begin to develop efficient keyboarding skills.
<i>This indicator begins in Grade 2.</i>		6.5 Begin to develop cursive writing.

Communication (C)

Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.

Teachers should continue to address earlier standards as they apply to more complex text.

Students are expected to build upon and continue applying concepts learned previously.

Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

Meaning and Context (MC)

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

KINDERGARTEN	GRADE ONE	GRADE TWO
1.1 Explore and create meaning through play, conversation, drama, and story-telling.	1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.	1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.
1.2 Practice the skills of taking turns, listening to others, and speaking clearly.	1.2 Practice the skills of taking turns, listening to others, and speaking clearly.	1.2 Apply the skills of taking turns, listening to others, and speaking clearly.
1.3 Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.	1.3 Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space.	1.3 Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.
1.4 Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.	1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.	1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.

1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.	1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.
<i>1.6 This indicator does not begin until English 1.</i> English 1 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.		

Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

2.1 With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.	2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner.	2.1 Articulate ideas and information gathered from various print and multimedia sources in a concise manner that maintains a clear focus.
2.2 With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.	2.2 Participate in shared research exploring a variety of texts; express opinions and talk about findings.	2.2 Participate in shared research; record observations, new learning, opinions and articulate findings.
<i>2.3 This indicator begins in Grade 6.</i> Grade 6 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		
<i>2.4 This indicator begins in Grade 3.</i> Grade 3 Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.		

Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

3.1 Explore how ideas and topics are depicted in a variety of media and formats.	3.1 Explore and compare how ideas and topics are depicted in a variety of media and formats.	3.1 Explain how ideas and topics are depicted in a variety of media and formats.
3.2 Use appropriate props, images, or illustrations to support verbal communication.	3.2 Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.	3.2 Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.

Language, Craft and Structure (LCS)

Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

KINDERGARTEN	GRADE ONE	GRADE TWO
4.1 Identify speaker's purpose.	4.1 Identify speaker's purpose and details that keep the listener engaged.	4.1 Identify speaker's purpose and details that keep the listener engaged.
4.2 Identify the introduction and conclusion of a presentation.	4.2 Identify the introduction, body, and conclusion of a presentation.	4.2 Determine if the presentation has a logical introduction, body, and conclusion.
4.3 Identify when the speaker uses intonation and word stress.	4.3 Identify when the speaker uses intonation and word stress and includes media.	4.3 Identify when the speaker uses intonation and word stress, includes media, addresses the audience, and determines word choice.

Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

5.1 Use voice inflection, expression, rhythm, and rhyme, when presenting poems, short stories, role-plays, or songs.	5.1 Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme.	5.1 Utilize intonation and word stress to highlight essential concepts and engage the audience.
5.2 Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience.	5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact.	5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, metaphor, onomatopoeia, and alliteration for impact.
5.3 This Indicator does not begin until English 1 . English 1 Develop messages that use logical, emotional, and ethical appeals.		