

**Arkansas English Language Arts Standards Grades K-5**

**Anchor Standards for Reading**

<b>Key Ideas and Details</b>	<b>1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	<b>2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	<b>3</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>Craft and Structure</b>	<b>4</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; analyze how specific word choices shape meaning and/or tone.
	<b>5</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to each other and the whole.
	<b>6</b> Assess how point of view, perspective, and/or purpose shapes the content and style of a text.
<b>Integration of Knowledge and Ideas</b>	<b>7</b> Integrate and evaluate content presented in diverse media and formats.
	<b>8</b> Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence .
	<b>9</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).
<b>Range of Reading and Level of Text Complexity</b>	<b>10</b> Read and comprehend complex literary and informational texts independently and proficiently.

**Grade-Level Standards for Reading Literature**

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.	<b>RL.1.1</b> Ask and answer questions about key details in a text.	<b>RL.2.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.K.2</b> With prompting and support, <i>retell</i> familiar stories, including key details.	<b>RL.1.2</b> <i>Retell</i> stories, including key details, and demonstrate understanding of their central message or lesson.	<b>RL.2.2</b> <i>Recount</i> stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<b>RL.3.2</b> <i>Recount</i> stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<b>RL.4.2</b> Examine a <i>grade-appropriate</i> literary text <ul style="list-style-type: none"> <li>● Provide a <i>summary</i>.</li> <li>● Determine a <i>theme</i> of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges and how the speaker in a poem reflects upon a topic.</li> </ul>	<b>RL.5.2</b> Examine a <i>grade-appropriate</i> literary text <ul style="list-style-type: none"> <li>● Provide a <i>summary</i>.</li> <li>● Determine a <i>theme</i> of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges and how the speaker in a poem reflects upon a topic.</li> </ul>

<p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p>	<p><b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.</p>	<p><b>RL.2.3</b> Describe how characters in a story respond to major events and challenges.</p>	<p><b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events</p>	<p><b>RL.4.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, actions).</p>	<p><b>RL.5.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>
<p><b>RL.K.4</b> Ask and answer questions about unknown words in a text.</p>	<p><b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses (e.g., "soon the round moon was shining " from "Owl and the Moon" found in <u>Owl at Home</u> by Arnold Lobel).</p>	<p><b>RL.2.4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p><b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p><b>RL.4.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language.</p>	<p><b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>
<p><b>RL.K.5</b> Recognize common types of text (e.g., storybooks, poems).</p>	<p><b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p><b>RL.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p><b>RL.3.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p><b>RL.4.5</b> Compare and contrast the structural elements of poems (e.g., verse, rhythm, meter), drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions), and prose.</p>	<p><b>RL.5.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>
<p><b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p><b>RL.1.6</b> Identify who is telling the story at various points in a text.</p>	<p><b>RL.2.6</b> Acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p><b>RL.3.6</b> Distinguish their own <i>perspective</i> from that of the narrator or those of the characters, also distinguish the difference between first- and third-person <i>point-of-view</i> narrations.</p>	<p><b>RL.4.6</b> Compare and contrast the <i>point of view</i> from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p><b>RL.5.6</b> Describe how a narrator's or speaker's <i>point of view</i> and/or <i>perspective</i> influence how events are described.</p>

<b>RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., based on this picture, what is happening?).	<b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.	<b>RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<b>RL.3.7</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<b>RL.4.7</b> Analyze the similarities and differences between the text of a story or drama and a visual or oral presentation of the same text citing specific details.	<b>RL.5.7</b> Analyze how <i>multimedia</i> elements (e.g., text, audio, still images, animation, video, or interactive component) contribute to the meaning, <i>tone</i> , or beauty of that text (e.g., graphic novel, <i>multimedia</i> presentation of fiction, folktale, myth, poem).
RL.K.8 Not applicable to literature.	RL.1.8 Not applicable to literature.	RL.2.8 Not applicable to literature.	RL.3.8 Not applicable to literature.	RL.4.8 Not applicable to literature.	RL.5.8 Not applicable to literature.
<b>RL.K.9</b> With prompting and support, compare and contrast the characters ( e.g., adventures and experiences) in familiar stories.	<b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.	<b>RL.2.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<b>RL.3.9</b> Compare and contrast the <i>themes</i> , settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<b>RL.4.9</b> Compare and contrast the treatment of similar <i>themes</i> and topics (e.g., opposition of good and evil) and patterns of events in stories and traditional literature from different cultures.	<b>RL.5.9</b> Compare and contrast stories in the same genre on their approaches to similar <i>themes</i> and topics.
<b>RL.K.10</b> Actively engage in teacher-led reading activities with purpose and understanding.	<b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for Grade 1.	<b>RL.2.10</b> By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>RL.3.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently.	<b>RL.4.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>RL.5.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently.
<b>Reading Informational Text</b>					
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.	<b>RI.1.1</b> Ask and answer questions about key details in a text.	<b>RI.2.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

<p><b>RI.K.2</b> With prompting and support, identify the main topic and <i>retell</i> key details of a text.</p>	<p><b>RI.1.2</b> Identify the main topic and <i>retell</i> key details of a text.</p>	<p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p><b>RI.3.2</b> Determine the main idea of a text; <i>recount</i> the key details and explain how they support the main idea.</p>	<p><b>RI.4.2</b> Examine a <i>grade-appropriate</i> informational text. ● Provide a <i>summary</i>. ● Determine the main idea of a text and explain how it is supported by key details.</p>	<p><b>RI.5.2</b> Examine a <i>grade-appropriate</i> informational text. ● Provide a <i>summary</i>. ● Determine the main idea of a text and explain how it is supported by key details.</p>
<p><b>RI.K.3</b> With prompting and support, describe the connection between two topics, (individuals, events, ideas, or scientific concepts).</p>	<p><b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p><b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p><b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p><b>RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
<p><b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.</p>	<p><b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text..</p>	<p><b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.</p>	<p><b>RI.3.4</b> Determine the meaning of <i>general academic</i> and <i>domain-specific</i> words and phrases in a text relevant to a Grade 3 topic or subject area.</p>	<p><b>RI.4.4</b> Determine the meaning of <i>general academic</i> and <i>domain-specific</i> words or phrases in a text relevant to a Grade 4 topic or subject area.</p>	<p><b>RI.5.4</b> Determine the meaning of <i>general academic words</i> and <i>domain-specific words</i> and phrases in a text relevant to a Grade 5 topic or subject area.</p>
<p><b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.</p>	<p><b>RI.1.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p><b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p><b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p><b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p><b>RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>
<p><b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p><b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p><b>RI.3.6</b> Distinguish their own <i>perspective</i> from that of the author of a text.</p>	<p><b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p><b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the <i>point of view</i> and/or <i>perspective</i> they represent.</p>

<b>RI.K.7</b> With prompting and support, describe the relationship between visual images and the text in which they appear (e.g., what person, place, thing, or idea in the text a visual image depicts).	<b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.	<b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
<b>RI.K.8</b> With prompting and support, identify the details an author gives to support points in a text.	<b>RI.1.8</b> Identify the reasons an author gives to support points in a text.	<b>RI.2.8</b> Describe how an author uses reasons to support particular points in a text.	<b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.	<b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>RI.K.9</b> With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.	<b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.	<b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<b>RI.K.10</b> Actively engage in teacher-led reading activities with purpose and understanding.	<b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for Grade 1.	<b>RI.2.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>RI.3.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently.	<b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently.
<b>Reading Foundational Skills K-5</b>					
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>

<b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.	<b>RF.1.1</b> Demonstrate understanding of the organization and basic features of print.	<b>RF.2.1</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.3.1</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.4.1</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.5.1</b> Taught in Grade 1 and should be reinforced as needed.
<b>RF.K.1.A</b> Follow words from left to right, top to bottom, and page by page.	<b>RF.1.1.A</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<b>RF.2.1.A</b> 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.	<b>RF.3.1.A</b> Taught in Grade 2 and should be reinforced as needed.	<b>RF.4.1.A</b> Taught in Grade 2 and should be reinforced as needed.	<b>RF.5.1.A</b> Taught in Grade 2 and should be reinforced as needed.
<b>RF.K.1.B</b> Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.	<b>RF.1.1.B</b> Taught in Kindergarten and should be reinforced as needed.	<b>RF.2.1.B</b> Taught in Kindergarten and should be reinforced as needed.	<b>RF.3.1.B</b> Taught in Kindergarten and should be reinforced as needed.	<b>RF.4.1.B</b> Taught in Kindergarten and should be reinforced as needed.	<b>RF.5.1.B</b> Taught in Kindergarten and should be reinforced as needed.
<b>RF.K.1.C</b> Understand that words are separated by spaces in print.	<b>RF.1.1.C</b> Taught in Kindergarten and should be reinforced as needed.	<b>RF.2.1.C</b> Taught in Kindergarten and should be reinforced as needed.	<b>RF.3.1.C</b> Taught in Kindergarten and should be reinforced as needed.	<b>RF.4.1.C</b> Taught in Kindergarten and should be reinforced as needed.	<b>RF.5.1.C</b> Taught in Kindergarten and should be reinforced as needed.
<b>RF.K.1.D</b> Recognize and name all upper- and lowercase letters of the alphabet.	<b>RF.1.1.D</b> Taught in Kindergarten and should be reinforced as needed.	<b>RF.2.1.D</b> Taught in Kindergarten and should be reinforced as needed.	<b>RF.3.1.D</b> Taught in Kindergarten and should be reinforced as needed.	<b>RF.4.1.D</b> Taught in Kindergarten and should be reinforced as needed.	<b>RF.5.1.D</b> Taught in Kindergarten and should be reinforced as needed.
<b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<b>RF.2.2</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.3.2</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.4.2</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.5.2</b> Taught in Grade 1 and should be reinforced as needed.
<b>RF.K.2.A</b> Recognize and produce rhyming words orally.	<b>RF.1.2.A</b> Distinguish long from short vowels in spoken one-syllable words.	<b>RF.2.2.A</b> Distinguish vowels (long, short, variant) in spoken one-syllable words.	<b>RF.3.2.A</b> Taught in Grade 2 and should be reinforced as needed.	<b>RF.4.2.A</b> Taught in Grade 2 and should be reinforced as needed.	<b>RF.5.2.A</b> Taught in Grade 2 and should be reinforced as needed.
<b>RF.K.2.B</b> Count, pronounce, blend, and segment syllables in spoken words.	<b>RF.1.2.B</b> Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.	<b>RF.2.2.B</b> Delete phonemes in the initial, medial, and final positions of spoken words including blends.	<b>RF.3.2.B</b> Taught in Grade 2 and should be reinforced as needed.	<b>RF.4.2.B</b> Taught in Grade 2 and should be reinforced as needed.	<b>RF.5.2.B</b> Taught in Grade 2 and should be reinforced as needed.

<b>RF.K.2.C</b> Blend and segment onsets and rimes of one-syllable spoken words.	<b>RF.1.2.C</b> Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.	<b>RF.2.2.C</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.3.2.C</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.4.2.C</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.5.2.C</b> Taught in Grade 1 and should be reinforced as needed.
<b>RF.K.2.D</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	<b>RF.1.2.D</b> Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).	<b>RF.2.2.D</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.3.2.D</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.4.2.D</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.5.2.D</b> Taught in Grade 1 and should be reinforced as needed.
<b>RF.K.2.E</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<b>RF.1.2.E</b> Delete a syllable from a word (e.g., say “remember,” now say it without the “re”).	<b>RF.2.2.E</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.3.2.E</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.4.2.E</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.5.2.E</b> Taught in Grade 1 and should be reinforced as needed.
<b>RF.K.2.F</b> Begins in Grade 1.	<b>RF.1.2.F</b> Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.	<b>RF.3.2.F</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.3.2.F</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.4.2.F</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.5.2.F</b> Taught in Grade 1 and should be reinforced as needed.
<b>RF.K.2.G</b> Begins in Grade 1.	<b>RF.1.2.G</b> Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say “nice” without the /n/, say “lamp” without the /p/).	<b>RF.2.2.G</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.3.2.G</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.4.2.G</b> Taught in Grade 1 and should be reinforced as needed.	<b>RF.5.2.G</b> Taught in Grade 1 and should be reinforced as needed.
<b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>RF.4.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.

<p><b>RF.K.3.A</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant.</p>	<p><b>RF.1.3.A</b> Know the letter/sound correspondences for common consonant digraphs (e.g., th, sh, ch, ck).</p>	<p><b>RF.2.3.A</b> Identify words with inconsistent but common letter-sound correspondences (e.g., doll/roll, though/cough/rough, love/rove, have/save, some/dome, near/bear, soot/loot, were/here, shall/tall, own/town, hour/tour, want/plant).</p>	<p><b>RF.3.3.A</b> Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p><b>RF.4.3.A</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><b>RF.5.3.A</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
<p><b>RF.K.3.B</b> Associate the long and short sounds with the five major vowel graphemes (a,e,i,o,u), using open and closed syllable types ( e.g. open- go, closed- got).</p>	<p><b>RF.1.3.B</b> Know the letter/sound correspondences.</p> <ul style="list-style-type: none"> <li>● silent e (e.g., a-e, e-e, i-e, o-e, u-e)</li> <li>● vowel teams <ul style="list-style-type: none"> <li>◦ vowel digraph (e.g., ee, oo, ai, ay, ea)</li> </ul> </li> </ul>	<p><b>RF.2.3.B</b> Know the letter/sound correspondences, including distinguishing long and short vowel sounds.</p> <ul style="list-style-type: none"> <li>● diphthongs (e.g., oi,oy,ou,ow)</li> <li>● r-controlled vowels (e.g., er, ir, ur, ar, or)</li> <li>● additional common vowel teams (e.g., ei, ie, igh)</li> <li>● regularly spelled one-syllable words</li> </ul>	<p><b>RF.3.3.B</b> Decode words with common Latin suffixes.</p>	<p>RF.4.3.B Taught in Grade 3 and should be reinforced as needed.</p>	<p>RF.5.3.B Taught in Grade 3 and should be reinforced as needed.</p>
<p><b>RF.K.3.C</b> Read common <i>high-frequency words</i> by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<p><b>RF.1.3.C</b> Recognize and read <i>grade-appropriate</i> irregularly spelled words.</p>	<p><b>RF.2.3.C</b> Recognize and read <i>grade-appropriate</i> irregularly spelled words.</p>	<p><b>RF.3.3.C</b> Decode multisyllable words.</p>	<p>RF.4.3.C Taught in Grade 3 and should be reinforced as needed.</p>	<p>RF.5.3.C Taught in Grade 3 and should be reinforced as needed.</p>
<p><b>RF.K.3.D</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., hat, fat, rat; cap, cup, cop; him, hip, hit).</p>	<p><b>RF.1.3.D</b> Read words with inflectional endings.</p>	<p><b>RF.2.3.D</b> Decode words with common prefixes and suffixes.</p>	<p><b>RF.3.3.D</b> Read <i>grade-appropriate</i> irregularly spelled words.</p>	<p>RF.4.3.D Taught in Grade 3 and should be reinforced as needed</p>	<p>RF.5.3.D Taught in Grade 3 and should be reinforced as needed.</p>



<b>RF.K.3.E</b> Decode CVC words.	<b>RF.1.3.E</b> Decode regularly spelled one-syllable words that follow syllable types: <ul style="list-style-type: none"> <li>● closed syllable</li> <li>● open syllable</li> <li>● vowel-consonant-e</li> <li>● vowel teams</li> <li>● r-controlled</li> <li>● consonant-le</li> </ul>	<b>RF.2.3.E</b> Decode words that follow the six syllable types: <ul style="list-style-type: none"> <li>● closed syllable</li> <li>● open syllable</li> <li>● vowel-consonant-e</li> <li>● vowel teams</li> <li>● r-controlled</li> <li>● consonant-le</li> </ul>	<b>RF.3.3.E</b> Taught in Grade 2 and should be reinforced as needed.	<b>RF.4.3.E</b> Taught in Grade 2 and should be reinforced as needed.	<b>RF.5.3.E</b> Taught in Grade 2 and should be reinforced as needed.
<b>RF.K.3.F</b> Decode one-syllable words (open and closed).	<b>RF.1.3.F</b> Decode two-syllable words following basic patterns by breaking the words into syllables. <ul style="list-style-type: none"> <li>● Compound words (e.g., cup/cake, cow/boy)</li> <li>● Consonant-le (e.g., can/dle, sim/ple, ri/fle, nee/dle)</li> <li>● VC/CV (e.g., nap/kin, hap/py, stam/pede)</li> <li>● V/CV (e.g., bo/nus)</li> </ul>	<b>RF.2.3.F</b> Decode regularly spelled two-syllable words with long vowels.	<b>RF.3.3.F</b> Taught in Grade 2 and should be reinforced as needed.	<b>RF.4.3.F</b> Taught in Grade 2 and should be reinforced as needed.	<b>RF.5.3.F</b> Taught in Grade 2 and should be reinforced as needed.
<b>RF.K.4</b> Read <i>grade-appropriate</i> texts with purpose and understanding.	<b>RF.1.4</b> Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.	<b>RF.2.4</b> Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.	<b>RF.3.4</b> Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.	<b>RF.4.4</b> Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.	<b>RF.5.4</b> Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.
<b>RF.K.4.A</b> Begins in Grade 1.	<b>RF.1.4.A</b> Read grade-level text with purpose and understanding.	<b>RF.2.4.A</b> Read grade-level text with purpose and understanding.	<b>RF.3.4.A</b> Read grade-level text with purpose and understanding.	<b>RF.4.4.A</b> Read grade-level text with purpose and understanding.	<b>RF.5.4.A</b> Read grade-level text with purpose and understanding.
<b>RF.K.4.B</b> Begins in Grade 1.	<b>RF.1.4.B</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	<b>RF.2.4.B</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	<b>RF.3.4.B</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>RF.4.4.B</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>RF.5.4.B</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
<b>RF.K.4.C</b> Begins in Grade 2.	<b>RF.1.4.C</b> Begins in Grade 2.	<b>RF.2.4.C</b> Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>RF.3.4.C</b> Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>RF.4.4.C</b> Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>RF.5.4.C</b> Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.

Anchor Standards for Writing					
<b>Text Types and Purposes</b>	1 Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.				
	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.				
	3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.				
<b>Production and Distribution of Writing</b>	4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
	5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
	6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.				
<b>Research to Build and Present Knowledge</b>	7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.				
	8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.				
	9 Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.				
<b>Range of Reading and Level of Text Complexity</b>	10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.				
<b>Writing Standards K-12</b>					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	<b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	<b>W.2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	<b>W.3.1</b> Write opinion pieces on topics or texts, supporting the opinion with reasons.	<b>W.4.1</b> Write opinion pieces on topics or texts, supporting the opinion with reasons and information.	<b>W.5.1</b> Write opinion pieces on topics or texts, supporting the opinion with reasons and information.
W.K.1.A Begins in Grade 3.	W.1.1.A Begins in Grade 3.	W.2.1.A Begins in Grade 3.	<b>W.3.1.A</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	<b>W.4.1.A</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	<b>W.5.1.A</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.K.1.B Begins in Grade 3.	W.1.1.B Begins in Grade 3.	W.2.1.B Begins in Grade 3.	<b>W.3.1.B</b> Provide reasons that support an opinion.	<b>W.4.1.B</b> Provide reasons that are supported by facts and details.	<b>W.5.1.B</b> Provide logically ordered reasons that are supported by facts and details.

W.K.1.C Begins in Grade 3.	W.1.1.C Begins in Grade 3.	W.2.1.C Begins in Grade 3.	<b>W.3.1.C</b> Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	<b>W.4.1.C</b> Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	<b>W.5.1.C</b> Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
W.K.1.D Begins in Grade 6.	W.1.1.D Begins in Grade 6.	W.2.1.D Begins in Grade 6.	W.3.1.D Begins in Grade 6.	W.4.1.D Begins in Grade 6.	W.5.1.D Begins in Grade 6.
W.K.1.E Begins in Grade 3.	W.1.1.E Begins in Grade 3.	W.2.1.E Begins in Grade 3.	<b>W.3.1.E</b> Provide a concluding statement or section.	<b>W.4.1.E</b> Provide a concluding statement or section related to the opinion presented.	<b>W.5.1.E</b> Provide a concluding statement or section related to the opinion presented.
<b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what they are writing about and supply some information about the topic.	<b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<b>W.2.2</b> Write informative/explanatory texts to introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.K.2.A Begins in Grade 3.	W.1.2.A Begins in Grade 3.	W.2.2.A Begins in Grade 3.	<b>W.3.2.A</b> Introduce a topic and group related information; include illustrations when useful to aiding comprehension.	<b>W.4.2.A</b> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and <i>multimedia</i> when useful to aiding comprehension.	<b>W.5.2.A</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features when useful to enhance comprehension.
W.K.2.B Begins in Grade 3.	W.1.2.B Begins in Grade 3.	W.2.2.B Begins in Grade 3.	<b>W.3.2.B</b> Develop the topic with facts, definitions, and details.	<b>W.4.2.B</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<b>W.5.2.B</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.K.2.C Begins in Grade 1.	<b>W.1.2.C</b> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	<b>W.2.2.C</b> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	<b>W.3.2.C</b> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	<b>W.4.2.C</b> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	<b>W.5.2.C</b> Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.K.2.D Begins in Grade 4.	W.1.2.D Begins in Grade 4.	W.2.2.D Begins in Grade 4.	W.3.2.D Begins in Grade 4.	<b>W.4.2.D</b> Use <i>precise language</i> and <i>domain-specific words</i> to inform about or explain the topic.	<b>W.5.2.D</b> Use <i>precise language</i> and <i>domain-specific words</i> to inform about or explain the topic.
W.K.2.E Begins in Grade 6.	W.1.2.E Begins in Grade 6.	W.2.2.E Begins in Grade 6.	W.3.2.E Begins in Grade 6.	W.4.2.E Begins in Grade 6.	W.5.2.E Begins in Grade 6.
W.K.2.F Begins in Grade 3.	W.1.2.F Begins in Grade 3.	W.2.2.F Begins in Grade 3.	<b>W.3.2.F</b> Provide a concluding statement or section.	<b>W.4.2.F</b> Provide a concluding statement or section related to the information or explanation presented.	<b>W.5.2.F</b> Provide a concluding statement or section related to the information or explanation presented.
<b>W.K.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events and provide a reaction to what happened.	<b>W.1.3</b> Write narratives in which they <i>recount</i> two or more appropriately sequenced events, include some details regarding what happened, use <i>temporal</i> words to signal event order, and provide some sense of closure.	<b>W.2.3</b> Write narratives in which they <i>recount</i> a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use <i>temporal</i> words to signal event order, and provide a sense of closure.	<b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<b>W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.K.3.A Begins in Grade 3.	W.1.3.A Begins in Grade 3.	W.2.3.A Begins in Grade 3.	<b>W.3.3.A</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<b>W.4.3.A</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<b>W.5.3.A</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.K.3.B Begins in Grade 3.	W.1.3.B Begins in Grade 3.	W.2.3.B Begins in Grade 3.	<b>W.3.3.B</b> Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<b>W.4.3.B</b> Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.	<b>W.5.3.B</b> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.K.3.C Begins in Grade 3.	W.1.3.C Begins in Grade 3.	W.2.3.C Begins in Grade 3.	<b>W.3.3.C</b> Use <i>temporal</i> words and phrases to signal event order.	<b>W.4.3.C</b> Use a variety of transitional words and phrases to manage the sequence of events.	<b>W.5.3.C</b> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.K.3.D Begins in Grade 4.	W.1.3.D Begins in Grade 4.	W.2.3.D Begins in Grade 4.	W.3.3.D Begins in Grade 4.	<b>W.4.3.D</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>W.5.3.D</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.K.3.E Begins in Grade 3.	W.1.3.E Begins in Grade 3.	W.2.3.E Begins in Grade 3.	<b>W.3.3.E</b> Provide a conclusion that follows from the narrated experiences or events.	<b>W.4.3.E</b> Provide a conclusion that follows from the narrated experiences or events.	<b>W.5.3.E</b> Provide a conclusion that follows from the narrated experiences or events.
W.K.4 Begins in Grade 3.	W.1.4 Begins in Grade 3.	W.2.4 Begins in Grade 3.	<b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	<b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
<b>W.K.5</b> With guidance and support from adults, respond to questions and add details to strengthen writing as needed.	<b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<b>W.5.5</b> Develop and strengthen writing with guidance and support as needed from peers and adults, by planning, revising, editing, rewriting, or trying a new approach.
<b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce some writing, including in collaboration with peers.	<b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.	<b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish some writing, including in collaboration with peers.	<b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.	<b>W.5.6</b> Use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others with some guidance and support from adults; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.

<b>W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books on a specific topic and produce simple findings).	<b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	<b>W.2.7</b> Participate in shared research and writing projects (e.g., read a variety of print and/or digital sources on a single topic to produce a report, record science observations).	<b>W.3.7</b> Conduct short research projects that build knowledge about a topic.	<b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<b>W.K.8</b> With prompting and support, recall information from experiences or gather information from provided sources to answer a question.	<b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.	<b>W.3.8</b> Recall information from experiences or gather information from print and digital sources. <ul style="list-style-type: none"> <li>● Take brief notes on sources.</li> <li>● Sort evidence into provided categories.</li> </ul>	<b>W.4.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources. <ul style="list-style-type: none"> <li>● Take notes and categorize information.</li> <li>● Provide a list of sources.</li> </ul>	<b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources. <ul style="list-style-type: none"> <li>● <i>Summarize</i> or paraphrase information in notes and finished work.</li> <li>● Provide a list of sources.</li> </ul>
W.K.9 Begins in Grade 4.	W.1.9 Begins in Grade 4.	W.2.9 Begins in Grade 4.	W.3.9 Begins in Grade 4.	<b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.K.9.A Begins in Grade 4.	W.1.9.A Begins in Grade 4.	W.2.9.A Begins in Grade 4.	W.3.9.A Begins in Grade 4.	<b>W.4.9.A</b> Apply Grade 4 Reading standards to literature	<b>W.5.9.A</b> Apply Grade 5 Reading standards to literature.
W.K.9.B Begins in Grade 4.	W.1.9.B Begins in Grade 4.	W.2.9.B Begins in Grade 4.	W.3.9.B Begins in Grade 4.	<b>W.4.9.B</b> Apply Grade 4 Reading standards to informational texts.	<b>W.5.9.B</b> Apply Grade 5 Reading standards to informational texts.
<b>W.K.10</b> Write routinely, with prompting and support, over short time frames for a range of discipline-specific tasks, purposes, and audiences.	<b>W.1.10</b> Write routinely over short time frames for a range of discipline-specific tasks, purposes, and audiences.	<b>W.2.10</b> Write routinely over extended time frames, time for <ul style="list-style-type: none"> <li>● research</li> <li>● reflection</li> <li>● revision</li> </ul> and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>W.3.10</b> Write routinely over extended time frames, time for <ul style="list-style-type: none"> <li>● research</li> <li>● reflection</li> <li>● revision</li> </ul> and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>W.4.10</b> Write routinely over extended time frames, time for <ul style="list-style-type: none"> <li>● research</li> <li>● reflection</li> <li>● revision</li> </ul> and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>W.5.10</b> Write routinely over extended time frames, time for <ul style="list-style-type: none"> <li>● research</li> <li>● reflection</li> <li>● revision</li> </ul> and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Anchor Standards for Speaking and Listening					
<b>Comprehension and Collaboration</b>					
	1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.				
	2 Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.				
	3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.				
<b>Presentation of Knowledge and Ideas</b>					
	4 Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.				
	5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.				
	6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.				
Grade-Level Standards for Speaking and Listening					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>SL.K.1</b> Participate in <i>collaborative conversations</i> with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.	<b>SL.1.1</b> Participate in <i>collaborative conversations</i> with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.	<b>SL.2.1</b> Participate in <i>collaborative conversations</i> with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.	<b>SL.3.1</b> Engage effectively in a range of <i>collaborative discussions</i> ● one-on-one ● in groups ● teacher-led diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.	<b>SL.4.1</b> Engage effectively in a range of <i>collaborative discussions</i> ● one-on-one ● in groups ● teacher-led with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.	<b>SL.5.1</b> Engage effectively in a range of <i>collaborative discussions</i> ● one-on-one ● in groups ● teacher-led with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.
<b>SL.K.1.A</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<b>SL.1.1.A</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	<b>SL.2.1.A</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	<b>SL.3.1.A</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<b>SL.4.1.A</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<b>SL.5.1.A</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
<b>SL.K.1.B</b> Continue a conversation through multiple exchanges.	<b>SL.1.1.B</b> Continue conversations by responding to the comments of others through multiple exchanges.	<b>SL.2.1.B</b> Build on others' talk in conversations by linking their comments to the remarks of others.	<b>SL.3.1.B</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	<b>SL.4.1.B</b> Follow agreed-upon rules for discussions and carry out assigned roles.	<b>SL.5.1.B</b> Follow agreed-upon rules for discussions and carry out assigned roles.

SL.K.1.C Begins in Grade 1.	<b>SL.1.1.C</b> Ask questions to clear up any confusion about the topics and texts under discussion.	<b>SL.2.1.C</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.	<b>SL.3.1.C</b> Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	<b>SL.4.1.C</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	<b>SL.5.1.C</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.K.1.D Begins in Grade 3.	SL.1.1.D Begins in Grade 3.	SL.2.1.D Begins in Grade 3.	<b>SL.3.1.D</b> Explain their own ideas and understanding in light of the discussion.	<b>SL.4.1.D</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<b>SL.5.1.D</b> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
<b>SL.K.2</b> With prompting and support, ask and answer questions about key details to demonstrate understanding of a topic read aloud, presented orally, or through other media.	<b>SL.1.2</b> Ask and answer questions about key details in a text read aloud, information presented orally, or through other media.	<b>SL.2.2</b> <i>Recount</i> or describe key ideas or details from a text read aloud, information presented orally, or through other media.	<b>SL.3.2</b> Determine the main ideas and supporting details of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).	<b>SL.4.2</b> Paraphrase portions of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).	<b>SL.5.2</b> <i>Summarize</i> information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).
<b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<b>SL.3.3</b> Ask and answer questions about information from a speaker in order to clarify comprehension, offering appropriate elaboration and detail.	<b>SL.4.3</b> Identify the reasons and evidence a speaker provides to support particular points.	<b>SL.5.3</b> <i>Summarize</i> the points a speaker makes and explain how each claim is supported by reasons and evidence.
<b>SL.K.4</b> Describe familiar people, places, things, and events; provide additional details with prompting and support.	<b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<b>SL.2.4</b> Tell a story or <i>recount</i> an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<b>SL.3.4</b> Report on a topic or text, tell a story, or <i>recount</i> an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	<b>SL.4.4</b> Report on a topic or text, tell a story, or <i>recount</i> an experience to support main ideas or <i>themes</i> . <ul style="list-style-type: none"> <li>● Organize ideas logically.</li> <li>● Use appropriate facts.</li> <li>● Use relevant, descriptive details.</li> <li>● Speak clearly at an understandable pace.</li> </ul>	<b>SL.5.4</b> Report on a topic or text or present an opinion to support main ideas or <i>themes</i> . <ul style="list-style-type: none"> <li>● Sequencing ideas logically.</li> <li>● Use appropriate facts.</li> <li>● Use relevant, descriptive details.</li> <li>● Speaking clearly at an understandable pace.</li> </ul>



<b>SL.K.5</b> Add drawings or other <i>visual displays</i> to descriptions of familiar people, places, things, and events as desired to provide additional detail.	<b>SL.1.5</b> Add drawings or other <i>visual displays</i> to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other <i>visual displays</i> to stories or <i>recounts</i> of experiences when appropriate to clarify ideas, thoughts, and feelings.	<b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add <i>visual displays</i> when appropriate to emphasize or enhance certain facts or details.	<b>SL.4.5</b> Add audio recordings and <i>visual displays</i> to presentations when appropriate to enhance the development of main ideas or <i>themes</i> .	<b>SL.5.5</b> Include <i>multimedia</i> components and <i>visual displays</i> in presentations when appropriate to enhance the development of main ideas or <i>themes</i> .
<b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.	<b>SL.1.6</b> Produce complete sentences when appropriate to task and situation.	<b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<b>SL.4.6</b> Use <i>standard English</i> when speaking, differentiating between contexts that call for <i>formal English</i> and situations where informal discourse is appropriate.	<b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using <i>formal English</i> when appropriate to task and situation.
<b>Anchor Standards for Language</b>					
<b>Conventions of Standard English</b>					
1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
<b>Knowledge of Language</b>					
3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.					
<b>Vocabulary Acquisition and Use</b>					
4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.					
5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.					
<b>Grade-Level Standards for Language</b>					
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>L.K.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Kindergarten when writing or speaking.	<b>L.1.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 1 when writing or speaking.	<b>L.2.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 2 when writing or speaking .	<b>L.3.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 3 when writing or speaking.	<b>L.4.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 4 when writing or speaking.	<b>L.5.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 5 when writing or speaking.

<p>L.K.1.A Begins in Grade 3.</p>	<p>L.1.1.A Begins in Grade 3.</p>	<p>L.2.1.A Begins in Grade 3.</p>	<p><b>L.3.1.A</b> Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.</p>	<p>L.4.1.A Taught in Grade 3 and should be reinforced as needed.</p>	<p>L.5.1.A Taught in Grade 3 and should be reinforced as needed.</p>
<p><b>L.K.1.B</b> Use frequently occurring nouns. ● Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>	<p><b>L.1.1.B</b> Use common, proper, and singular possessive nouns ( e.g., dog, dog's; Skippy, Skippy's).</p>	<p><b>L.2.1.B</b> Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) and collective nouns (e.g., group).</p>	<p><b>L.3.1.B</b> Form and use regular and irregular plural nouns. ● Use abstract nouns (e.g., childhood).</p>	<p>L.4.1.B Taught in Grade 3 and should be reinforced as needed.</p>	<p>L.5.1.B Taught in Grade 3 and should be reinforced as needed.</p>
<p><b>L.K.1.C</b> Use frequently occurring verbs.</p>	<p><b>L.1.1.C</b> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; today I walk home; tomorrow I will walk home.). ● Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; we hop.).</p>	<p><b>L.2.1.C</b> Form and use regular and irregular verbs.</p>	<p><b>L.3.1.C</b> Form and use the simple verb tenses (e.g., I walk; I walked; I will walk). ● Form and use the past tense of frequently occurring irregular verbs.</p>	<p><b>L.4.1.C</b> Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</p>	<p><b>L.5.1.C</b> Use verb tense to convey various times, sequences, states, and conditions. ● Recognize and correct inappropriate shifts in verb tense.</p>
<p>L.K.1.D Begins in Grade 1.</p>	<p><b>L.1.1.D</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, they, them, my, their, anyone, everything).</p>	<p><b>L.2.1.D</b> Use reflexive pronouns (e.g., myself, ourselves).</p>	<p><b>L.3.1.D</b> Ensure subject-verb and pronoun-antecedent agreement.</p>	<p>L.4.1.D Taught in Grade 3 and should be reinforced as needed.</p>	<p><b>L.5.1.D</b> Use relative pronouns whose, whom, who, which, and that.</p>
<p>L.K.1.E Begins in Grade 1.</p>	<p><b>L.1.1.E</b> Use adjectives. ● Use determiners, noun markers, to add specificity (e.g., a book, the book).</p>	<p><b>L.2.1.E</b> Use adjectives and adverbs and choose between them depending on what is modified. ● Use determiners, noun markers, to add specificity (e.g., a, an, the, many few, each, every, this, that, these, those).</p>	<p><b>L.3.1.E</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p><b>L.4.1.E</b> Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p>	<p><b>L.5.1.E</b> Use the relative adverbs where, when, and why.</p>

L.K.1.F Begins in Grade 1.	L.1.1.F Use conjunctions (e.g., and, but, or, so).	L.2.1.F Use conjunctions to form compound subjects and predicates.	L.3.1.F Use coordinating conjunctions appropriately.	L.4.1.F Explain the function of conjunctions and interjections in general and their function in particular sentences.	L.5.1.F Use correlative conjunctions (e.g., either/or, neither/nor) and subordinating conjunctions (e.g., after, since, because, when) appropriately.
L.K.1.G Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by with).	L.1.1.G Use prepositions (e.g., during, beyond, toward).	L.2.1.G Use prepositions correctly.	L.3.1.G Form and use prepositional phrases.	L.4.1.G Form and use prepositional phrases.	L.5.1.G Taught in Grade 4 and should be reinforced as needed.
L.K.1.H Independently produce and expand complete sentences in shared language activities. ● With prompting and support, use spaces to separate words in a sentence.	L.1.1.H Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts. ● Use appropriate spacing to separate words in a sentence.	L.2.1.H Produce, expand, and rearrange complete simple sentences (e.g., The boy watched the movie; the little boy watched the movie; in the afternoon, the little boy watched the movie.).	L.3.1.H Demonstrate command of simple sentences and produce compound sentences.	L.4.1.H Demonstrate command of simple and compound sentences, recognizing and correcting inappropriate fragments and run-ons. ● Use independent clauses and coordinating conjunctions when writing a compound sentence.	L.5.1.H Produce complex sentences using dependent clauses and subordinating conjunctions.
L.K.1.I Begins in Grade 4.	L.1.1.I Begins in Grade 4.	L.2.1.I Begins in Grade 4.	L.3.1.I Begins in Grade 4.	L.4.1.I Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.	L.5.1.I Taught in Grade 4 and should be reinforced as needed.
L.K.1.J Understand and use question words, interrogatives, ( e.g., who, what, when, where, why, how).	L.1.1.J Taught in Kindergarten and should be reinforced as needed.	L.2.1.J Taught in Kindergarten and should be reinforced as needed.	L.3.1.J Taught in Kindergarten and should be reinforced as needed.	L.4.1.J Taught in Kindergarten and should be reinforced as needed.	L.5.1.J Taught in Kindergarten and should be reinforced as needed.
L.K.1.K Print all upper- and lowercase letters legibly.	L.1.1.K Print all upper- and lowercase letters with proper letter formation.	L.2.1.K Print all upper- and lowercase letters accurately. By the end of grade two, produce some cursive uppercase and lowercase letters.	L.3.1.K Form all upper- and lowercase letters to write words legibly in cursive.	L.4.1.K Taught in Grade 3 and should be reinforced as needed.	L.5.1.K Taught in Grade 3 and should be reinforced as needed.

<b>L.K.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Kindergarten when writing.	<b>L.1.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 1 when writing.	<b>L.2.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 2. when writing.	<b>L.3.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 3 when writing.	<b>L.4.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 4 when writing.	<b>L.5.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 5 when writing.
<b>L.K.2.A</b> Capitalize the first word in a sentence and the pronoun I.	<b>L.1.2.A</b> Capitalize the first word in sentences, the pronoun I, dates, and names of people.	<b>L.2.2.A</b> Capitalize holidays, product names, and geographic names.	<b>L.3.2.A</b> Capitalize appropriate words in titles.	<b>L.4.2.A</b> Use correct capitalization.	L.5.2.A Taught in Grade 4 and should be reinforced as needed.
<b>L.K.2.B</b> Recognize and name end punctuation.	<b>L.1.2.B</b> Use end punctuation for sentences.	<b>L.2.2.B</b> Use an apostrophe to form contractions and frequently occurring possessives.	<b>L.3.2.B</b> Form and use possessives with and without apostrophes, as appropriate (e.g., girl's, boy's, her,his, their, its, students').	<b>L.4.2.B</b> Use correct spelling of plurals and possessives in writing.	<b>L.5.2.B</b> Use underlining, quotation marks, or italics to indicate titles of works.
L.K.2.C Begins in Grade 1.	<b>L.1.2.C</b> Use commas in dates and to separate single words in a series.	<b>L.2.2.C</b> Use commas in greetings and closings of letters.	<b>L.3.2.C</b> Use commas according to the conventions of <i>standard English</i> . <ul style="list-style-type: none"> <li>● Use a comma before a coordinating conjunction in a compound sentence.</li> <li>● Use commas in addresses.</li> <li>● Use commas and quotation marks in dialogue.</li> </ul>	<b>L.4.2.C</b> Use commas and quotation marks to mark direct speech and quotations from a text.	<b>L.5.2.C</b> Use a comma to separate an introductory element from the rest of the sentence. <ul style="list-style-type: none"> <li>● Use a comma to set off appositives, the words yes and no (e.g., Yes, thank you.), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</li> <li>● Use punctuation to separate items in a series.</li> </ul>

<p><b>L.K.2.D</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes). ● Spell consonant-vowel-consonant (CVC) words correctly. ● Spell words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p><b>L.1.2.D</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ● Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns.</p>	<p><b>L.2.2.D</b> Generalize learned spelling patterns when writing words (e.g., cage, badge; boy, boil). ● Consult reference materials, including beginning dictionaries as needed to check and correct spellings. ● Reference spelling patterns chart to clarify types of spelling patterns.</p>	<p><b>L.3.2.D</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). ● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. ● Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><b>L.4.2.D</b> Spell <i>grade-appropriate</i> words correctly, consulting references as needed, including frequently confused words (e.g., to, too, two; there, their).</p>	<p><b>L.5.2.D</b> Spell <i>grade-appropriate</i> words correctly, consulting references as needed.</p>
<p><b>L.K.3</b> Begins in Grade 2.</p>	<p><b>L.1.3</b> Begins in Grade 2.</p>	<p><b>L.2.3</b> Use knowledge of language and its conventions as appropriate for Grade 2 when writing, speaking, reading, or listening.</p>	<p><b>L.3.3</b> Use knowledge of language and its conventions as appropriate for Grade 3 when writing, speaking, reading, or listening.</p>	<p><b>L.4.3</b> Use knowledge of language and its conventions as appropriate for Grade 4 when writing, speaking, reading, or listening.</p>	<p><b>L.5.3</b> Use knowledge of language and its conventions as appropriate for Grade 5 when writing, speaking, reading, or listening.</p>
<p><b>L.K.3.A</b> Begins in Grade 3.</p>	<p><b>L.1.3.A</b> Begins in Grade 3.</p>	<p><b>L.2.3.A</b> Begins in Grade 3.</p>	<p><b>L.3.3.A</b> Choose words and phrases for effect.</p>	<p><b>L.4.3.A</b> Choose words and phrases to convey ideas precisely. ● Choose punctuation for effect.</p>	<p><b>L.5.3.A</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>
<p><b>L.K.3.B</b> Begins in Grade 3.</p>	<p><b>L.1.3.B</b> Begins in Grade 3.</p>	<p><b>L.2.3.B</b> Begins in Grade 3.</p>	<p><b>L.3.3.B</b> Recognize and observe differences between the conventions of spoken and written <i>standard English</i>.</p>	<p><b>L.4.3.B</b> Demonstrate through writing and speech the impact that audience and purpose have on how a message is shaped (e.g., word choice, form).</p>	<p><b>L.5.3.B</b> Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.</p>

<b>L.K.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.	<b>L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.	<b>L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.	<b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of effective strategies.	<b>L.4.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of effective strategies.	<b>L.5.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of effective strategies.
<b>L.K.4.A</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	<b>L.1.4.A</b> Use sentence-level context as a clue to the meaning of a word or phrase.	<b>L.2.4.A</b> Use sentence-level context as a clue to the meaning of a word or phrase.	<b>L.3.4.A</b> Use sentence-level context as a clue to the meaning of a word or phrase.	<b>L.4.4.A</b> Use context (e.g., definitions, examples, restatements in text) as clues to the meaning of a word or phrase.	<b>L.5.4.A</b> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>L.K.4.B</b> Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	<b>L.1.4.B</b> Use frequently occurring affixes as a clue to the meaning of a word.	<b>L.2.4.B</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/ <i>retell</i> ).	<b>L.3.4.B</b> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	<b>L.4.4.B</b> Use common, <i>grade-appropriate</i> Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	<b>L.5.4.B</b> Use common, <i>grade-appropriate</i> Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
L.K.4.C Begins in Grade 1.	<b>L.1.4.C</b> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	<b>L.2.4.C</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	<b>L.3.4.C</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	<b>L.4.4.C</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<b>L.5.4.C</b> Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.K.4.D Begins in Grade 2.	L.1.4.D Begins in Grade 2.	<b>L.2.4.D</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	<b>L.3.4.D</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<b>L.4.4.D</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<b>L.5.4.D</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

<b>L.K.5</b> With guidance and support from adults, explore word relationships and <i>nuances</i> in word meanings.	<b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and <i>nuances</i> in word meanings.	<b>L.2.5</b> Demonstrate understanding of word relationships and <i>nuances</i> in word meanings.	<b>L.3.5</b> Demonstrate understanding of figurative language, word relationships and <i>nuances</i> in word meanings, as appropriate for the grade level.	<b>L.4.5</b> Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.	<b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.
<b>L.K.5.A</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<b>L.1.5.A</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	<b>L.2.5.A</b> Sort words into categories based on multiple attributes (e.g., A large apple can be categorized by its color, size, and as a fruit.) to gain a sense of the concept that items can be categorized by more than one characteristic.	<b>L.3.5.A</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	<b>L.4.5.A</b> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	<b>L.5.5.A</b> Interpret figurative language in context, including but not limited to, similes and metaphors.
<b>L.K.5.B</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<b>L.1.5.B</b> Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	<b>L.2.5.B</b> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	<b>L.3.5.B</b> Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	<b>L.4.5.B</b> Recognize and explain the meaning of common idioms and proverbs.	<b>L.5.5.B</b> Interpret the meaning of common idioms and proverbs.
<b>L.K.5.C</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).	<b>L.1.5.C</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).	<b>L.2.5.C</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	<b>L.3.5.C</b> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	<b>L.4.5.C</b> Demonstrate understanding of words by relating them to their opposites, antonyms, and to words with similar but not identical meanings, synonyms.	<b>L.5.5.C</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words.
<b>L.K.5.D</b> Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	<b>L.1.5.D</b> Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	<b>L.2.5.D</b> Taught in Grade 1 and should be reinforced as needed.	<b>L.3.5.D</b> Taught in Grade 1 and should be reinforced as needed.	<b>L.4.5.D</b> Taught in Grade 1 and should be reinforced as needed.	<b>L.5.5.D</b> Taught in Grade 1 and should be reinforced as needed.

<p><b>L.K.6</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts.</p>	<p><b>L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p><b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy.).</p>	<p><b>L.3.6</b> Acquire and use accurately <i>grade-appropriate</i> conversational, <i>general academic</i> and <i>domain-specific words</i> and phrases, including those that signal spatial and <i>temporal</i> relationships (e.g., After dinner that night we went looking for them).</p>	<p><b>L.4.6</b> Acquire and use accurately <i>grade-appropriate general academic</i> and <i>domain-specific words</i> and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered).</p>	<p><b>L.5.6</b> Acquire and use accurately <i>grade-appropriate general academic</i> and <i>domain-specific words</i> and phrases, including transition words that signal contrast, addition, and other logical relationships.</p>
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