

MICHIGAN DEPARTMENT OF EDUCATION – ENGLISH LANGUAGE ARTS GRADE LEVEL CONTENTS EXPECTATIONS ACROSS THE GRADES – READING K-8

Word Recognition, Word Study, Fluency

Phonetic Awareness

		K	1	2	3	4	5	6	7	8								
Word Recognition, Word Study, Fluency	R.WS.00.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	I	R.WS.01.01 Demonstrate phonemic awareness by the wide range of sounds manipulation competencies including sound blending and deletion.	M	R.WS.02.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	R												
	R.WS.00.02 Recognize that words are composed of sounds blended together and carry meaning.	I	R.WS.01.02 Recognize that words are composed of sounds blended together and carry meaning.	M	R.WS.02.02 Recognize that words are composed of sounds blended together and carry meaning.	R												
	Phonics																	
	Students will...																	
	R.WS.00.03 Understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.	M	R.WS.01.03 Understand the alphabetic principle that sounds in words are expressed by the letters of the alphabet.	R	R.WS.02.03 Understand the alphabet principle, that sounds in words are expressed by the letters of the alphabet.	R												
R.WS.00.04 Use graphic-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context. Begin to associate letters and sounds, particularly initial and final consonants. (M.04 with .05)	I	R.WS.01.04 Use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound onset and rimes, whole word chunks, word families, digraphs th, ch, sh.	M	R.WS.02.04 Use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: letter-sound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels, ei, ie, ea, ue.	R													

(PC – Previously Coded – M – Merged 2 or more expectations)

Word Recognition – Continued

	K		1		2		3		4		5		6		7		8	
	Students will...																	
					R.WS.02.07 Make progress to automatically read by sight the Dolch First 1000 words for mastery in fifth grade.	I	R.WS.03.05 Make progress to automatically read by sight the Dolch First 1000 words for mastery in fifth grade.	I	Note: R.WS.04.08 Make progress to automatically read by sight the Dolch First 1000 words for mastery in fifth grade.	I	Note: Ws.05.08 Fluently read by sight the Dolch First 1000 words for mastery.	I						
	R.WS.00.07 Follow familiar written text while pointing to matching words. (PC.08)	M																
	R.WS. 00.08 Narrow possibilities in predicting words using initial letter s/sounds (phonics), patterns of language (syntactic). And picture clues (semantic). (PC.09)	I	R.WS.01.07 Use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic) and applying context clues to select between alternative meanings.	M	R.Ws.02.08 Use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words sub vocalization, and/or sounding out, unknown words (M.08 with .09	R	R.WS. 03.06 Acquire and apply strategies to identify unknown words or word parts. Self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.	R	R.WS.04.05 Acquire and apply strategies to identify unknown words or word parts, self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-monitoring and correcting, and using a thesaurus.	R	R.WS.05.05 Acquire and apply strategies to identify unknown words or word parts and construct meaning by analyzing derivatives, defining meanings of affixes, and knowledge of word origins.	R	R.WS. 06.05 Acquire and apply strategies to identify unknown words and construct meaning.	R	R.WS.07.05 Acquire and apply strategies to identify unknown words and construct meaning.	R	R.WS. 08.05 Acquire and apply strategies to identify unknown words and construct meaning.	R
	R.WS. 00.9 Know the meaning of words encountered frequently in grade-level reading and oral language context. (PC.10)	I	R.WS.01.09 Know the meaning of words encountered frequently in grade-level reading and oral language contexts.	M	R.WS.02.09 Know the meaning of words in grade-level reading and oral language contexts. (PC.11)	M	R.WS.03.03 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.	M	R.WS.04.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.	R	R.WS.05.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.	R	R.WS.06.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.	M/R	R.WS.07.04 Know the meaning of words encountered frequently in grade-level reading and oral language contexts.	R	R.WS.08.04 Know the meaning of words encountered frequently in grade-level reading and oral language contexts.	R

Word Recognition, Word Study, Fluency

Narrative Text

Students will...																	
K		1		2		3		4		5		6		7		8	
R.NT.00.01 Become familiar with classic, multicultural and contemporary literature recognized for quality and literary merit that represents our common heritage as well as cultures from around the world.	I	R.NT.01.01 Recognize how various cultures and our common heritage are represented in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.	I	R.NT.02.01 Describe the similarities of plot and character in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.	I	R.NT.03.01 Explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit.	I	R.NT.04.01 Describe the shared human experience depicted in classic, multicultural and contemporary literature recognized for quality and literary merit.	M	R.NT.05.01 Analyze how characters and communities reflect life (in positive and negative ways) in classic, multicultural, and contemporary literature recognized for quality and literary merit.	R	R.NT.06.01 Describe how characters form opinions about one another in ways that can be fair and unfair in classic, multicultural, and contemporary literature recognized for quality and literary merit.	R	R.NT.07.01 Identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic, multicultural, and contemporary literature recognized for quality and literary merit.	M	R.NT.08.01 Investigate various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences through classic, multicultural, and contemporary literature recognized for quality and literary merit.	M
R.NT.00.02 Identify the basic form and purpose of a variety of narrative genre including stories, nursery rhymes, poetry, and songs.	I	R.NT.01.02 Identify the basic form and purpose of a variety of narrative genre including realistic, fiction, fantasy, and folktales.	I	R.NT.02.02 Identify and describe the basic elements and purpose of a variety of narrative genre including, poetry, fantasy, legends, and drama.	I	R.NT.03.02 Identify and describe the basic elements and purpose of a variety of narrative genre including, folktales, fables, and realistic fiction.	M	R.NT.04.02 Identify and describe the structure, elements, purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.	R	R.NT.05.02 Analyze the structure, elements, style and purpose of narrative genre including historical fiction, tall tales, science fiction, fantasy, and mystery.	M	R.NT.06.02 Analyze the structure, elements, style and purpose of narrative genre including folktales, fantasy, adventure, and action stories.	R	R.NT.07.02 Analyze the structure, elements, style and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends.	M	R.NT.08.02 Analyze the structure, elements, style and purpose of narrative genre including historical fiction, science fiction, and realistic fiction.	M
R.NT.00.03 Discuss setting, characters, and events in narrative text.	I	R.NT.01.03 Identify problems/solutions, sequence of events, and sense of story (beginning, middle, and end.)	M	R.NT.02.03 Identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.	M	R.NT.03.03 Identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea and lesson/moral (fable).	I	R.NT.04.03 Analyze characters' thoughts and motivation through dialogue, various character roles and functions including hero, anti-hero, or narrator: know first person point of view and identify conflict and resolution.	M	R.NT.05.03 Analyze how characters' traits and setting define plot, climax, the roles of dialogue and how problems are resolved.	M	R.NT.06.03 Analyze how dialogue, enhances the plot, characters and themes, differentiates major and minor character and builds climax.	M	R.NT.07.03 Analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.	M	R.NT.08.03 Analyze the roles of rising and falling actions, minor characters in relation to conflict, and creditability of the narrative.	M
R.NT.00.04 Identify how authors/illustrators use literary devices including pictures and illustrations to support the understanding of settings and characters.	I	R.NT.01.04 Identify how authors/illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story.	I	R.NT.02.04 Identify how authors/illustrators use literary devices including illustrations and titles to depict major story events, and comparisons including metaphors or similes to reveal characters' thoughts and actions.	M	R.NT.03.04 Explain how authors use literary devices including predications, personification, and pint of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits.	I	R.NT.04.04 Explain how authors use literary devices including flash-forward and flashbacks to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.	R	R.NT.05.04 Explain how authors use literary devices including exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes, and narrators.	R	R.NT.06.04 Analyze how authors use literary devices including dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme.	R	R.NT.07.04 Analyze author's craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggerations.	M	R.NT.08.04 Analyze author's craft including symbolism, imagery, and consistency to develop credible narrators, rising and falling actions and minor characters.	M

Narrative Text -- Continued

Students will...																	
K		1		2		3		4		5		6		7		8	
R.NT.00.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating and/or writing to reflect, make meaning, and make connections.	I	R.NT.01.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating and/or writing to reflect, make connections, take a position and/or show understanding.	I	R.NT.02.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating and/or writing to reflect, make connections, take a position, and/or show understanding.	M	Note: NT.03.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating and/or writing to reflect, make connections, take a position, and/or show understanding.	R	Note: NT.04.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating and/or writing to reflect, make connections, take a position, and/or show understanding.	R	Note: NT.05.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	R	Note: NT.06.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating and/or writing to reflect, make connections, take a position, and/or show understanding.	R	Note: NT.07.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating and/or writing to reflect, make connections, take a position, and/or show understanding.	R	Note: NT.08.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating reflect, make connections, take a position, and/or show understanding.	R

Informational Text

Students will...																	
R.IT.00.01 Identify and describe the basic form and purpose of a variety of informational genre including environmental text, concept books, and picture books.	I	R.IT.01.01 Identify and describe the basic form, features and purpose of a variety of informational genre including simple "how to" books, science and social studies magazines.	I	R.IT.02.01 Identify and describe the basic form, features, and purpose of a variety of informational genre including simple "how-to" nooks, personal correspondence, and science and social studies magazines.	M	R.IT.03.01 Identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.	M	R.IT.04.01 Identify and describe the structure, elements, features and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper.	M	R.IT.05.01 Analyze the structure, elements, features, style and purpose of informational genre including advertising, experiments, editorials, and atlases.	M	R.IR.06.01 Analyze the structure, elements, features, style and purpose of informational genre, including research reports, "hoe-to" articles, and essays.	R	R.IT.07.01 Analyze the structure, elements, features, style and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.	R	R.IT. 08.01 Analyze the structure, elements, features, style and purpose informational genre including comparative essays, newspaper writings, technical writings, and persuasiveness.	R
R.IT.00.02 With teacher guidance, discuss informational text patterns including descriptive and sequential.	M	R.IT.01.02 Discuss informational text patterns including descriptive, sequential, and enumerative.	R	R.IT.02.02 Discuss informational text patterns including descriptive, sequential, enumerative and compare/contrast.	M	R.IT.03.02 Identify informational text patterns including descriptive, sequential, enumerative, comparer/contrast, & problem/solution.	M	R.IT.04.02 Identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.	M	R.IT.05.02 Identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.	R	R.IT.06.02 Analyze organizational text patterns including descriptive, chronological sequence, and problem/solution.	M	R.IT.07.02 Analyze organizational text patterns including sequential, compare/contrast, and cause/effect	R	R.IT.08.02 Analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.	R
R.IT.00.03 Explain how authors use text features including pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive (definitions, enumeration) and sequential (directions, steps, procedures) organizational patterns	I	R.IT.01.03 Explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas.	I	R.IT. 02.03 Explain how authors use text features including Boldface text, graphs, maps, diagrams, and charts to enhance the understanding of key and supporting ideas.	M	R.IT.03.03 Explain how authors use text features including titles, headings and subheadings, timelines, prefaces, indices, and tables of contents to enhance the understanding of key and supporting ideas.	R	R.IT.04.03 Explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas	R	R.IT.05.03 Explain how authors use text features including timelines, graphs, charts, diagrams, table of contents, indices, introductions, summaries, and conclusions to enhance the understanding of key and supporting ideas.	R	R.IT.06.03 Explain how authors use text features including footnotes, bibliographies, introductions, summaries, conclusions, and appendices to enhance the understanding of central key, and supporting ideas.	R	R.IT.07.03 Explain how authors use writer's craft and text features including metaphors, similes, captions, diagrams, and appendices to enhance the understanding of central key and supporting ideas.	R	R.IT.08.03 Explain how authors use text features including graphics, author's pages, prefaces, and marginal notes, to enhance the understanding of central, key and supporting ideas.	R

Comprehension -- Continued

Students will...

K		1		2		3		4		5		6		7		8	
R.CM.00.03 Begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts. (PC.05)	M	R.CM.01.03 Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read. (M/PC.05,06., and 07, with .08)	I	R.CM.02.03 Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they Read. (M/PC.05,.06, and .07, with .08)	M	R.CM.03.03 Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding including a narrative to informational text, a literature selection to a subject area text, and and historical event to a current event.	M	R.CM.04.03 Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.	M	R.CM.05.03 Analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.	M	R.CM.06.03 Analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.	R	R.CM.07.03 Analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.	M	R.CM.08.03 Analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing	M
R.CM.00.04 Apply significant knowledge from grade-level science, social studies, and mathematics. (PC.06)	R	R.CM.01.04 Apply significant knowledge from grade-level science, social studies, and mathematics. (PC.09)	R	R.CM.02.04 Apply significant knowledge from grade-level science, social studies, and mathematics. (PC.09)	R	R.CM.03.04 Apply significant knowledge from grade-level science, social studies, and mathematics.	R	R.CM.04.04 Apply significant knowledge from grade-level science, social studies, and mathematics.	R	R.CM.05.04 Apply significant knowledge from grade-level science, social studies, and mathematics.	R	R.CM.06.04 Apply significant knowledge from grade-level science, social studies, and mathematics.	R	R.CM.07.04 Apply significant knowledge from grade-level science, social studies, and mathematics.	R	R.CM.08.04 Apply significant knowledge from grade-level science, social studies, and mathematics.	R

Metacognition -- continued

Students will...																	
K		1		2		3		4		5		6		7		8	
R.MT.00.02 Construct and convey meaning using strategies including story grammar to identify the author's perspective (e.g., first, second and third person) and sorting and ordering information. (M/PC .03 with .04)	I	R.MT.01.03 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning and discuss which comprehension strategies worked and did not work. (M/PC.06 with .11)	I	R.MT.02.04 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., using context to predict meaning of unfamiliar words), and discuss which comprehension strategies worked and did not work. (M/PC.10 and .11 with .14)	I	R.MT.03.02 Plan, monitor, regulate, evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words), and use graphic organizers to deepen understanding of problems/ solution and organizational patterns.	I	R.MT.04.02 Plan, monitor, regulate, and evaluate skills, strategies and processes to construct and convey meaning (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns.	I	R.MT.05.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unfamiliar words); select an appropriate text type from known genre for particular writing purposes; and use theory/evidence, cause/effect, and persuasive organizational patterns.	I	R.MT.06.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.	I	R.MT.07.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.	I	R.MT.08.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.	I
		R.MT.01.04 Self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective. (M/PC .07 and .09 with .10)	I	R.MT.02.05 Self-monitor comprehension by using a graphic organizer such as a Venn diagram and paragraph to compare and contrast or indicate a sequence of ideas. (M.P/PC.12 with .13)	I												
				R.MT.02.06 Determine which resources contain appropriate information for the intended task using teaching/student generated criteria. (PC.15)	M												

Critical Standards

Students will...																	
R.CS.00.01 Recognize how to assess personal writing and the writing of others with teacher supervision.	I	R.CS.01.01 Develop and discuss shared standards and begin to assess the qualities and accuracy of their own writing and the writing of others. (M.01 with .02)	I	R.CS.02.02 Develop and discuss shared standards and begin to assess the qualities and accuracy of their own writing and writing of others. (M.01 with .02)	I	R.CS.3.01 Develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.	I	R.CS.04.01 Develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.	M	R.CS.05.01 Develop, discuss and apply individual and shared standards using student/class created rubric to assess the qualities and accuracy of their own writing and the writing of others. Identify attainment to intended purpose to interpret authors' viewpoints, and determine effect on classroom or school-wide audiences.	M	R.CS.06.01 Compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.	I	R.CS.07.01 Analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.	I	R.CS.08.01 Evaluate the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of	I

Writing Process -- continued

Students will...

K		1		2		3		4		5		6		7		8	
W.PR.00.02 Brainstorm to generate and structure ideas for narrative and informational text.	I			W.PR.02.02 Develop a plan using a narrowed broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns (e.g., problem/solution, sequence, description, or compare/contrast (PC.03)	M	W.PR.03.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast).	R	W.PR.04.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot-connecting time, setting, conflicts/resolutions, definition/description, or chronological sequence.	M	W.PR.05.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).	R	W.PR.06.02 Apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational writing (e.g., problem/solution, or sequence).	M	W.PR.07.02 Apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist, protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast).	M	W.PR.08.02 Apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to develop to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational writing (e.g., compare/contrast, cause/effect, or sequential text patterns).	M
W.PR. 00.03 Draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings.	M	W.PR.01.02 Draft focused ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings when composing a narrative or informational piece.	M	W.PR.02.03 Draft focused ideas in written compositions using paragraph clusters, each containing a main idea and some supporting details (M/PC.04 with .06) W.PR.02.04 Write in first and third person based on genre type and purpose. (PC.05) W.PR.02.05 Draft a coherent piece with appropriate grammar, usage mechanics, and temporary spelling. (PC.07)	M	W.PR.03.03 Draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading, including varying patterns and/or organizational text structure (e.g., compare/contrast, cause/effect, or problem/solutions).	M	W.PR.04.03 Draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.	M	W.PR. 05.03 Draft focused ideas using linguistic structures and textual features needed to clearly communicate information composing coherent, mechanically sound paragraphs when writing compositions.	M	W.PR.06.04 Draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g., word choice, level of formality, and use of example) when writing compositions.	I	W.PR.07.04 Draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.	M	W.PR.08.03 Draft focused ideas experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing compositions.	M
W.PR.00.04 Attempt to revise writing based on reading it aloud, requesting suggestions and clarifications that support meaning.	I	W.PR.01.03 Attempt to revise draft based on reading it aloud to clarify meaning for their intended audience (e.g., using strong verbs or precise nouns, and adding needed information). M/PC.04 with .05)	I	W.PR.02.06 Revise drafts based on constructive and specific oral and written responses to writing, identifying sections of the piece that need to be revised using reorganization, additions, deletions, and appropriate use of transitions; make stylistic changes in content and form to suit intended purpose and audience. (M/PC.08 and .09 with .10)	I	W.PR.03.04 Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions, (PC.05)	M	W.PR.04.04 Revise drafts based on construction and specific oral and written response to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, and transitions).	M	W.PR.05.04 Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve organization and flow of ideas (e.g., position/evidence organizational pattern, craft such as titles, leads, endings, and powerful verbs).	R	W.PR.06.03 Revise drafts for clarity, coherence, and consistency in content, voice and genre characteristics with audience and purpose in mind.	R	W.PR.07.03 Revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.	M	W.PR.08.04 Revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader's perspective.	M

Writing Process -- continued

Students will...																	
K		1		2		3		4		5		6		7		8	
		W.PR. 01.04 Attempt to proof read and edit writing/pictures using appropriate resources including a word wall and a class-developed checklist, both individually and in groups (PC.06)	I	W.PR.02.07 Attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups. (PC.11)	I	W.PR.03.05 Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklist, both individually and in groups. (PC.06)	R	W.PR.04.05 Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.	R	W.PR. 05.05 Proofread and edit writing using grade-level checklist and other appropriate resource both individually and in groups.	R	W.PR. 06.05 Proofread and edit writing using grade-level checklist and other appropriate resource both individually and in groups.	R	W.PR.07.05 Proofread and edit writing using grade-level checklist and other appropriate resource both individually and in groups.	R	W.PR.08.05 Proofread and edit writing using grade-level checklist and other appropriate resource both individually and in groups.	R

Personal Style

Students will...																	
W.PS.00.01 Develop originality in oral, written, and visual messages in both narrative (e.g., natural language, expressed sentiment, original ideas) and informational writing (e.g., listing, naming, describing)	I	W.PS.01.01 Develop personal style in oral, written, and visual messages in both narrative (e.g., natural language, specific action, emotion) and informational writing (e.g., sequence, specific vocabulary, visual representation).	I	W.PS.02.01 Develop personal style in oral, written, and visual messages in both narrative (e.g., descriptive language, use of imagination, varying sentence beginnings and informational writing (e.g., facts, effective conclusion).	I	W.PS.03.01 Exhibit individual style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar usage).	I	W.PS.04.01 Exhibit individual style and voice to enhance the written message in both narrative (e.g., strong verbs, figurative language, sensory images) and informational writing (e.g., precision, established importance, transitions).	R	W.PS.05.01 Exhibit individual style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).	R	W.PS.06.01 Exhibit individual style and voice to enhance the written message in both narratives (e.g., emotional appeal, strong opinion, credible support).	R	W.PS.07.01 Exhibit individual style and voice to enhance the written message in both narratives (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).	R	W.PS.08.01 Exhibit individual style and voice to enhance the written message in both narratives (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion).	R

Grammar and Usage

Students will...																	
		W.GR.01.01 In the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.	M	W.GR.02.01 In the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.	M	W.GR.03.01 In the context of writing, correctly use subjects and verbs that are in agreement; verb stanzas, nouns and possessives; and begin use of quotation marks and capitalization in dialogue.	I/R	W.GR.04.01 In the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects, pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions, and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.	M	W.GR.05.01 In the context of writing, correctly use compound subjects and predicates; proper nouns and pronouns; articles; conjunctions; hyphens in compound and number words; commas between two independent clauses to set off direct address, long phrases, clause; colons to separate hours and minutes and to introduce a list.	R	W.GR.06.01 In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pro-nouns; transitive and intransitive verbs; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlying and italics for specific purpose.	M	W.GR.07.01 In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past and future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronouns references.	I	W.GR.08.01 In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in compositions including infinitives, gerunds, participial phrases, and dashes or ellipses.	I

Writing Attitude

Students will...																	
K		1		2		3		4		5		6		7		8	
W.AT.00.01 Be enthusiastic about writing and learning to write.	M	W.AT.01.01 Be enthusiastic about writing and learning to write.	R	W.AT.02.01 Be enthusiastic about writing and learning to write.	R	W.AT.03.01 Be enthusiastic about writing and learning to write.	R	W.AT.04.01 Be enthusiastic about writing and learning to write.	R	W.AT.05.01 Be enthusiastic about writing and learning to write.	R	W.AT.06.01 Be enthusiastic about writing and learning to write.	R	W.AT.07.01 Be enthusiastic about writing and learning to write.	R	W.AT.08.01 Be enthusiastic about writing and learning to write.	R

SPEAKING - Conventions

Students will...																	
		S.CN.01.01 Use common grammatical structures correctly when speaking including singular and plural nouns, singular possessive pronouns, simple contractions, and conjunctions to express relationships (e.g., because if, after, and inflected endings). (M.01, .02,.03, and .04 with .05)	M	S.CN.02.01 Use common grammatical structures correctly when speaking including subject/verb agreement, pronoun/noun agreement, nominative and objective case pronouns, and more complex conjunctions (e.g., although, instead of, so that). (M.01,.02 with .03)	R	S.CN.03.01 Use common grammatical structures correctly when speaking including time relationships, verb tenses, and casual and temporal relationships.	R	S.CN.04.01 Use common grammatical structures correctly when speaking including appositives, participial phrases, adjectives, adverbs, and prepositional phrases to express ideas in more complex sentences.	R	S.CN.05.01 Use common grammatical structures correctly when speaking including irregular verbs to express more complex ideas.	R						
S.CN.00.01 Explore and use language to communicate with a variety of audiences and for different purposes including problem-solving, explaining, looking for solutions, constructing relationships, and expressing courtesies.	I	S.CN.01.02 Explore and use language to communicate with a variety of audiences and for different purposes including making requests, solving problems, looking for solutions, constructing relationships, and expressing courtesies. (PC.06)	I	S.CN.02.02 Explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions. (PC.04)	I	S.CN.03.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, and presenting in classroom and playground interactions.	I	S.CN.04.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.	R	S.CN.05.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanation, and persuasion.	R	S.CN.06.01 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by asking and responding to questions and remarks to engage the audience when presenting.	R	S.CN.07.01 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting.	R	S.CN.08.01 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using enunciation to emphasize key ideas and concepts when presenting.	R
S.CN.00.02 Speak clearly and audibly in complete, coherent sentences and use sound effects or illustrations for dramatic effect in narrative and informational presentations.	I	S.CN.01.03 Speak effectively maintaining appropriate posture, eye contact, and position and use props such as photographs or illustrations in narrative and informational presentations. (PC.07)	I	S.CN.02.03 Speak effectively adopting appropriate tone of voice and intonation patterns in narrative and informational presentations. (PC.05)	I	S.CN.03.03 Speak effectively emphasizing key words and varied pace for effect in narrative and informational presentations.	I	S.CN.04.03 Speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations. (inserted)	I	S.CN.05.03 Speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.	I	S.CN.06.02 Speak effectively using rhyme, rhythm, cadence, and word play for effect in narrative and informational presentations.	I	S.CN.07.02 Speak effectively using slang, dialect, and colloquial language suitably to create interest and drama in narrative and informational presentations.	I	S.CN.08.02 Speak effectively using body language including gestures, posture, facial expressions, tone of voice, and pace of speaking to enhance meaning and influence interpretation in narrative and informational presentations.	I

SPEAKING – Conventions - continued

Students will...																	
K		1		2		3		4		5		6		7		8	
S.CN.00.03 Present in standard American English if it is their first language. (students whose first language is not English will present in their developing version of standard American English).	I	S.CN.01.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English). (PC.08)	M	S.CN.02.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English). (PC.06)	R	S.CN.03.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English).	R	S.CN.04.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English). (PC.03)	R	S.CN.05.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English).	R	S.CN.06.03 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English).	R	S.CN.07.03 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English).	R	S.CN.08.03 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English).	R
S.CN.00.04 Understand providing examples of how language differs from playground and classroom as a function of linguistic and cultural group membership.	I	S.CN.01.05 Understand, providing examples of how language differs from storybooks and classroom as a function of linguistic and cultural group membership. (PC.09)	I	S.CN.02.05 Understand, providing examples of how language differs from school and home as a function of linguistic and cultural group membership. (PC.07)	I	S.CN.03.05 Understand, providing examples of how language differs from neighborhood to neighborhood of the local community as a function of linguistic and cultural group membership.	I	S.CN.04.05 Understand, providing examples of how language differs from region to region of the United States as a function of linguistic and cultural group membership. (PC.04)	R	S.CN.05.05 Understand, providing examples of how language differs from early American history to current day America as a function of linguistic and cultural group membership.	R						

SPEAKING – Discourse

Students will...																	
S.DS.00.01 Engage in substantive conversation, remaining focused on subject matter, with interchanges beginning to build on prior responses in literature discussions, paired conversations, or other interactions.	I	S.DS.01.01 Engage in substantive conversation, remaining focused on subject matter with interchanges building on prior responses in literature discussions, paired conversations, or other interactions.	I	S.DS.02.01 Engage in substantive conversation, remaining focused on subject matter with interchanges building on prior responses in book discussions, peer conferencing, or other interactions.	I	S.DS.03.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.	I	S.DS.04.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.	R	S.DS.05.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.	R	S.DS.06.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.	R	S.DS.07.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.	R	S.DS.08.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.	R
S.DS.00.02 Briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details.	I	S.DS.01.02 Tell or retell familiar stories (e.g., realistic fiction, fantasy, folktale), using a problem/solution pattern, appropriate story grammar, and proper sequence while maintaining appropriate posture and eye contact, using a prop for support.	M	S.DS.02.02 Tell or retell stories (e.g., fantasy, legends, drama), using story grammar (e.g., elaborated information about characters, characters' actions and motivations, plot and setting as related to plot), while maintaining appropriate intonation and tone of voice.	R	S.DS.03.02 Discuss narratives (e.g., folktale, fables, realistic fiction), conveying the story grammar (e.g., characters' thoughts and motivation, setting, plot, story level theme) and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.	R	S.DS.04.02 Discuss narratives (e.g., fantasy, myths and legends, adventures, poetry), conveying the story grammar (e.g., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.	R	S.DS.05.02 Discuss narratives (e.g., mystery, historical fiction, tall tales, and science fiction), conveying the story grammar (e.g., traits of characters, relationship between setting and climax/anticlimax), while varying voice modulation, volume, and pace of speech to emphasize meaning.	R	S.DS.06.03 Discuss written narratives that include a variety of literary and plot devices (e.g., established context plot, point of view, sensory details, dialogue, and suspense).	I	S.DS.07.03 Discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, and specific character actions such as gestures, movements, and expressions).	I	S.DS.08.03 Discuss written narratives with a variety of literary and plot devices (e.g., description of relevant situations, well-chosen details, relevant dialogue, specific action, and physical description of characters).	I

SPEAKING – Discourse - continued

Students will...

K		1		2		3		4		5		6		7		8	
S.DS.00.03 Respond to multiple text types by reflecting, making meaning, and making connections.	I	S.DS.01.03 Respond to multiple text types by reflecting, making meaning, and making connections.	I	S.DS.02.03 Respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.	M	S.DS.03.03 Respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.	M	S.DS.04.03 Respond to multiple text types by reflecting, making connections, taking a position, and/or showing deep understanding.	R	S.DS.05.03 respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose.	I	S.DS.06.02 respond to multiple text types in order to compare/contrast ideas, form, and style; to evaluate quality; take a stand and support an issue; and to identify personally with a universal theme.	I	S.DS.07.02 Respond to multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme.	I	S.DS.08.02 Respond to multiple text types in order to explore problems and pose solutions supported with evidence, take a stand on an issue, and support it, and identify personally with a universal theme.	I
S.DS.00.04 Plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and audibly.	I	S.DS.01.04 Plan and deliver presentations using an informational organizational pattern (e.g., descriptive, enumerative, or sequential) providing several facts and details to make their point while maintaining appropriate posture and eye contact using a prop.	I	S.DS.02.04 Plan and deliver presentations using an informational organizational pattern (e.g., descriptive, cause/effect, compare/contrast) providing supportive facts and details to make their point, reflecting the source of information, while maintaining appropriate intonation and tone of voice using a prop.	I	S.DS.03.04 Plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause and effect); supportive facts and details reflecting a variety of resources; and varying the pace for effect.	I	S.DS.04.04 Plan and deliver presentations focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language.	I	S.DS.05.04 Plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g., to persuade, describe, and inform) that conveys and supports the point they want to make, while varying voice modulation, volume, and pace of speech to emphasize meaning.	I	S.DS.06.04 Plan a focused and coherent informational presentation using an informational organizational pattern (e.g., problem/solution, sequence); select a focus question to address and organize the message to ensure that it matches the intent and the audience to which it will be delivered.	I	S.DS.07.04 Plan and deliver a focused and coherent informational presentation using an informational organizational pattern (e.g., theory and evidence, persuasion, sequence) that incorporates persuasive, non-verbal techniques and provides explanations and descriptions supportive of the presentation's focus and the backgrounds and interests of the audience.	I	S.DS.08.04 Plan, outline, and deliver an informational presentation using a precise and vivid language in the active voice; organizing logically to convey the message; applying persuasive non-verbal techniques; making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience.	I

LISTENING AND VIEWING - Conventions

Students will...

L.CN.00.01 Understand and follow one-and two-step directions.	M	L.CN.01.01 Understand, restate and follow two-step directions.	M	L.CN.02.01 Understand, restate and follow three-and four-step directions.	R												
L.CN.00.02 Ask appropriate questions during a presentation or report.	I	L.CN.01.02 Ask appropriate questions for clarification and understanding during a presentation or report.	I	L.CN.02.02 Ask appropriate questions for clarification and understanding during a presentation or report.	R	L.CN.03.01 Ask substantive questions of the speaker that will provide additional elaboration and details.	R	L.CN.04.01 Ask substantive questions of the speaker that will provide additional elaboration and details.	R	L.CN.05.01 Ask substantive questions based on the arguments(s) presented by a speaker when listening to or viewing a variety of presentations.	I	L.CN.06.01 Respond to evaluate and analyze the speaker's effectiveness and contents when listening to or viewing a variety of speeches and presentations.	I	L.CN.07.01 Distinguish facts from opinions and question their validity when listening to or viewing variety of speeches and presentations.	I	L.CN.08.01 Analyze main ideas, significant details, fact and opinion, bias, propaganda, argumentation, or support when listening to or viewing a variety of speeches and presentations.	I

LISTENING AND VIEWING - Conventions - continued

Students will...

K		1		2		3		4		5		6		7		8	
L.CN.00.03 Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in large and small group settings; listen to each other, interact and respond appropriately. (M.03 with .04)	M	L.CN.01.03 Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in large and small group settings; listen to the comments of a peer and respond on topic adding a connected idea. (m/PC.04 with.05)	M	L.CN.02.03 Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in large and small group settings; listen to the comments of a peer and respond on topic adding a connected idea. (m/PC.04 with.05)	R	L.CN.03.02 Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in large and small group settings.	R	L.CN.04.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in large and small group settings.	R	L.CN.05.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in large and small group settings.	R	L.CN.06.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.	R	L.CN.07.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.	R	L.CN.08.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.	R
		L.CN.01.04 Understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent). (PC.03)	I	L.CN.02.04 Understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent). (PC.03)	I	L.CN.03.03 Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.	I	L.CN.04.03 Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective	R	L.CN.05.03 Listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations.	R						
L.CN.00.04 Begin to evaluate messages they experience, learning to differences between sender and receiver. (PC.05)	I	L.CN.01.05 Begin to evaluate messages they experience from a variety of media and differentiate between sender, receiver, and message. (PC.06)	I	L.CN.02.05 Begin to evaluate the messages they experience in broadcast and print media distinguishing between factual information and opinion, advertising hype, or propaganda. (M/PC.06 with .07)	I	L.CN.03.04 Be aware that the media has a role in focusing attention on events and in shaping opinions; recognize the variables (e.g., mistakes, misspeaks) in the media.	I	L.CN.04.04 Recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.	I	L.CN.05.04 Recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, entertaining versus informative, different interpretations or perspectives of an action or event) in focusing attention on events and shaping questions.	I						

LISTENING & VIEWING - Response

Students will...																	
K		1		2		3		4		5		6		7		8	
L.RP.00.01 Listen to or view knowledgeably and discuss a variety of genres.	I	L.RP.01.01 Listen to or view knowledgeably and discuss a variety of genres.	I	L.RP.02.01 Listen to or view knowledgeably and discuss a variety of genres.	I	L.RP.03.01 Listen to or view knowledgeably and discuss a variety of genres and compare their responses to those of their peers.	I	L.RP.04.01 Listen to or view knowledgeably and discuss a variety of genres and compare their responses to those of their peers.	R	L.RP.05.01 Listen to or view knowledgeably and discuss a variety of genres and compare their responses to those of their peers.	R	L.RP.06.01 Listen to or view knowledgeably a variety of genres to summarize, take notes to key points, and ask clarifying questions.	I	L.RP.07.01 Listen to or view knowledgeably a variety of genres to identify, state, and react to a speaker's point of view and bias.	I	L.RP.08.01 Listen to or view knowledgeably a variety of genre to react to a speaker's intent and apply a speaker's reasoning to other situations.	I
L.RP.00.02 Listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	I	L.RP.01.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	I	L.RP.02.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	I	L.RP.03.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	I	L.RP.04.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	R	L.RP.05.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	R	L.RP.06.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	R	L.RP.07.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	R	L.RP.07.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	R
L.RP.00.03 Respond to multiple text types listened to or viewed knowledgeably by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections.	I	L.RP.01.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.	I	L.RP.02.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.	I	L.RP.03.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.	I	L.RP.04.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding without major misconception.	I	L.RP.05.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to compare/contrast similarities and differences in ideas, form, and style to evaluate quality and to identify personal and universal themes.	I	L.RP.06.05 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions, to determine personal and universal themes, and to offer opinions or solutions.	I	L.RP.07.05 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions, to determine personal and universal themes, and to offer opinions or solutions.	I	L.RP.08.05 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions, to determine personal and universal themes, and to offer opinions or solutions.	R
						L.RP.03.04 Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).	I	L.RP.04.04 Combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening, then giving an opinion orally).	I	L.RP.05.04 Combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then paraphrasing in writing).	I						
						L.RP.03.05 Respond to and retell what a speaker said, paraphrasing and explaining the main idea, and then extend their response by connecting and relating it to personal experiences.	I	L.RP.04.05 Respond to and summarize the major ideas and evidence presented in spoken messages and formal presentations.	I	L.RP.05.05 Respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions.	I	L.RP.06.06 Respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentations.	I	L.RP.07.06 Evaluate the credibility of a speaker by determining whether the speaker's point of view is biased or not.	I	L.RP.08.06 Evaluate the credibility of a speaker by determining whether the speaker may have hidden agendas or be otherwise biased.	I/R

LISTENING & VIEWING - Response

Students will...

K		1		2		3		4		5		6		7		8	
												L.RP.06.03 Identify a speaker's affective communication expressed through tone, mood, and emotional cues.	I	L.RP.07.03 Identify a speaker's attitude toward a subject expressed through tone, mood, emotional cues and depths of content.	I	L.RP.08.03 Paraphrase a speaker's main ideas, purpose, and point of view, and ask relevant questions about the content, delivery, and purpose of the presentation.	I
												L.RP.06.04 Relate a speaker's verbal communications (e.g., tone of voice) to the nonverbal message communicated (e.g., eye contact, posture and gestures).	I	L.RP.07.04 Ask probing questions of speakers, focusing on claims and conclusions presented.	I	L.RP.08.04 Analyze oral interpretations of literature (e.g., language choice, delivery) and the effect of the interpretations on the listener.	I
												L.RP.06.07 Identify persuasive and propaganda techniques used in television and identify false and misleading information.	I	L.RP.07.07 Identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieve their intended effects.	I	L.RP.08.0 Interpret and analyze the various ways in which visual image-makers (e.g., graphic artists, illustrators) communicate information and affect impressions 7.	I