2017 Kansas English Language Arts Standards Vertical Alignment
K-6 Focus

Table of Contents

Introduction

The 2017 English Language Arts Standards were created with a goal to meet the vision of the Kansas State Board of Education: To Lead the World in the Success of Each Student. To this end, these standards were built with the purpose of providing educators, parents, and other education stakeholders a clear view of what English Language Arts and Literacy instruction should look like in Kansas.

Further, the English Language Arts Standards are built upon a foundation of common understandings – or practices – which provide a "big picture view" of broad goals for English Language Arts and Literacy instruction for each student across the state.

English Language Arts Foundational Practices

1. Write, speak, read, and listen appropriately in all disciplines.

2. Seek out and work to understand diverse perspectives.

3. Use knowledge gained from literacy experiences to solve problems.

4. Create multimodal versions of texts for a range of purposes and audiences.

5. Self-regulate and monitor growth in writing, speaking, reading, and listening.

These five foundational practices are intended to support a philosophy aligned with the Kansas State Board of Education's vision and goals, which are intended to ensure that, through their PreK-12 experiences, Kansas kids are equipped with the academic, cognitive, metacognitive, technical, and employability skills required for postsecondary success, as well as the capacity to positively impact the world around them. Thus, as students advance through the grades, they are expected to meet each grade's standards in reading, writing, speaking, and listening.

This document is meant to help educators better see and understand how skills progress in depth and complexity across the grades in the different domains. The K-12 standards state what students should know and be able to do by the end of each grade. While our goal is for every student to be at grade level by the end of each grade, this document was created to assist educators in scaffolding students up to grade level proficiency as they move through the grade bands.

*This document is not meant to replace the Kansas Standards for English Language Arts document (which can be accessed here) where you can find examples of evidence to demonstrate proficiency and the Kansas Graduates "I Can" statements.

Vertical Alignment: Writing

[W1](#)

[W2](#)

[W3](#)

[W4](#)

[W5](#)

[W6](#)

[W7](#)

[W8](#)

[W9](#)

[W10](#)

[W11](#)

[W12](#)

WRITING - TEXT TYPES AND PURPOSES	
CL.W.p4.1	Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.
W.K.1	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 . . .).
W.1.1	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.
W.2.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply multiple reasons for the opinion, and provide some sense of closure.
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Know the difference between fact and opinion b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons c. Provide reasons that support the opinion d. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons e. Provide a concluding statement or section.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Know the difference between fact and opinion. 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. c. Provide reasons that are supported by facts and details. d. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). e. Provide a concluding statement or section related to the opinion presented.
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Know the difference between fact and opinion. 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. c. Provide logically ordered reasons that are supported by facts and details. d. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). e. Provide a concluding statement or section related to the opinion presented.
W.6.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
W.7.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

WRITING - TEXT TYPES AND PURPOSES	
CL.W.p4.1	Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.1.2	Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.2.2	Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.3.2	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
W.4.2	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
W.5.2	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
W.6.2	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.

W.7.2	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WRITING - TEXT TYPES AND PURPOSES	
CL.W.p4.1	Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.

W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

WRITING - PRODUCTION & DISTRIBUTION OF WRITING	
	n/a
W.K.4	(Begins in Grade 3)
W.1.4	(Begins in Grade 3)
W.2.4	(Begins in Grade 3)
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.6.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WRITING – PRODUCTION & DISTRIBUTION OF WRITING	
CL.W.p4.3	With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.1.5	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.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.3.5	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.
W.4.5	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.
W.5.5	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.5	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.7.5	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WRITING – PRODUCTION & DISTRIBUTION OF WRITING	
CL.W.p4.4	With guidance and support, explores a variety of digital tools to produce and publish emergent writing (e.g., uses the class camera to record the growth of the class garden; asks for help searching the internet for pictures of animals to illustrate a book or directions for a task).
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.3.6	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.
W.4.6	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 type a minimum of one page in a single sitting.
W.5.6	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 type a minimum of two pages in a single sitting.
W.6.6	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 type a minimum of three pages in a single sitting.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

WRITING – RESEARCH TO BUILD & PRESENT KNOWLEDGE	
CL.W.p4.5	Participates in shared research and writing projects (e.g., explores a number of books by a favorite author and expresses opinions about them).
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.1.7	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).
W.2.7	Participate in shared research and writing projects.
W.3.7	Conduct short research projects that build knowledge about a topic.
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

WRITING - RESEARCH TO BUILD & PRESENT KNOWLEDGE	
CL.W.p4.6	*With guidance and support from adults*, recalls information from experiences or gathers information from provided sources to answer a question.
W.K.8	*With guidance and support from adults*, gather information from provided sources to answer a question.
W.1.8	*With guidance and support from adults*, recall information from experiences or gather information from provided sources to answer a question.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WRITING - RESEARCH TO BUILD & PRESENT KNOWLEDGE	
	n/a
W.K.9	(Begins in 4th Grade)
W.1.9	(Begins in 4th Grade)
W.2.9	(Begins in 4th Grade)
W.3.9	(Begins in 4th Grade)
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "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, or actions]."). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

WRITING – LANGUAGE IN WRITING	
CL.LS.p4.1	Demonstrates an emerging command of the conventions of standards English grammar and usage when writing or speaking.
W.K.10	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Print many upper and lowercase letters. b. Use frequently occurring nouns and verbs in writing. c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). d. Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). e. Produce and expand complete sentences in shared language activities.
W.1.10	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns when writing. c. Use singular and plural nouns with matching verbs in basic sentences. d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my). e. Use verbs to convey a sense of past, present and future when writing. f. Use frequently-occurring adjectives, conjunctions, articles, and prepositions when writing. g. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
W.2.10	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Use collective nouns when writing. b. Form and use frequently-occurring irregular plural nouns (e.g., feet) c. Use reflexive pronouns (e.g., myself) d. Form and use past tense of frequently-occurring irregular verbs (e.g., told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences
W.3.10	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing. a. Choose words and phrases for effect. b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning. c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs. d. Form and use the simple verb tenses (e.g., I walked, I walk, I will walk). e. Ensure subject-verb and pronoun-antecedent agreement when writing. f. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. g. Use coordinating and subordinating conjunctions. h. Produce simple, compound, and complex sentences.
W.4.10	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. a. Choose words and phrases to convey ideas precisely. b. Form and use relative pronouns and relative adverbs. c. Form and use the progressive verb tenses. d. Use modal auxiliaries (e.g., can, must) to convey various conditions. e. Order adjectives within sentences according to conventional patterns. f. Form and use prepositional phrases.

	g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
	h. Correctly use frequently confused words (e.g., to, too, two)
	i. Choose punctuation for effect.
W.5.10	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.
	a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
	b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
	c. Form and use the perfect verb tenses (e.g., I had walked, I have walked)
	d. Use verb tense to convey various times, sequences, states, and conditions.
	e. Recognize and correct inappropriate shifts in verb tense. f. Use correlative conjunctions. (e.g., either/or)
W.6.10	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.
	a. Vary sentence patterns for meaning, reader/listener interest, and style.
	b. Ensure that pronouns are in the proper case (subjective, objective, possessive).
	c. Use intensive pronouns (e.g., myself, ourselves).
	d. Recognize and correct inappropriate shifts in pronoun number and person.
	e. Recognize and correct vague pronouns.
	f. Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.
	g. Maintain consistency in style and tone.
W.7.10	Demonstrate command of the conventions of standard English grammar and usage when writing.
	a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
	b. Explain the function of phrases and clauses in general and their function in specific sentences.
	c. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
	d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

WRITING – LANGUAGE IN WRITING	
CL.LS.p4.2	Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words (e.g., uses the beginning letter to write or represent a word or "trk" for truck) and usually writing from left to right. May reverse some letters.
W.K.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short vowel sounds. d. Spell simple words phonetically, drawing on knowledge of letter-sound relationships
W.1.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently-occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
W.2.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently-occurring possessives. d. Generalize learned spelling patterns when writing words. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
W.3.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations when writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
W.4.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.
W.5.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off 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, Sam?) d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting reference materials as needed.

W.6.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
W.7.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Spell correctly.

WRITING – RANGE OF WRITING	
	n/a
W.K.12	(Begins in grade 3)
W.1.12	(Begins in grade 3)
W.2.12	(Begins in grade 3)
W.3.12	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 discipline-specific tasks, purposes, and audiences.
W.4.12	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 discipline-specific tasks, purposes, and audiences.
W.5.12	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 discipline-specific tasks, purposes, and audiences.
W.6.12	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 discipline-specific tasks, purposes, and audiences.
W.7.12	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 discipline-specific tasks, purposes, and audiences.

Vertical Alignment K-12: Speaking & Listening

SL1

SL2

SL3

SL4

SL5

SL6

SL7

SL8

SPEAKING AND LISTENING – COMPREHENSION & COLLABORATION	
CL.SL.p4.1	Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups.
SL.K.1	Participate in collaborative conversations with diverse partners about *Kindergarten topics and texts* with peers and adults in small and large groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
SL.1.1	Participate in collaborative conversations with diverse partners about *Grade 1 topics and texts* with peers and adults in small and large groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
SL.2.1	Participate in collaborative conversations about *Grade 2 topics and texts* with peers and adults in small and larger groups. a. 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. Build on other's talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse on *Grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. 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. 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their ideas and understanding in light of the discussion.
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 4 topics and texts,* building on others' ideas and expressing their own clearly. a. 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. Follow agreed-upon rules for discussions and carry out assigned roles. c. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 5 topics and texts*, building on others' ideas and expressing their own clearly. a. 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. Follow agreed-upon rules for discussions and carry out assigned roles.

	c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.

SPEAKING AND LISTENING – COMPREHENSION & COLLABORATION	
CL.SL.p4.2	Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood.
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study

SPEAKING AND LISTENING – COMPREHENSION & COLLABORATION	
CL.SL.p4.2	Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.2.3	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.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SPEAKING AND LISTENING – PRESENTATION OF KNOWLEDGE AND IDEAS	
CL.Sl.p4.3	Uses some basic spatial (e.g., front/back, top/bottom) and temporal (e.g., first/last, before/ after) concepts to describe familiar people, places, things and events.
SL.K.4	Use details to describe familiar people, places, things, and or events *with prompting and support.*
SL.1.4	Use relevant details to describe people, places, things, and events expressing ideas and feelings clearly.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SPEAKING AND LISTENING – PRESENTATION OF KNOWLEDGE AND IDEAS	
CL.SL.p4.4	With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SPEAKING AND LISTENING – PRESENTATION OF KNOWLEDGE AND IDEAS	
CL.SL.p4.5	Speaks understandably to express ideas, feelings and needs.
SL.K.6	Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.
SL.1.6	Produce complete sentences when appropriate to task and situation demonstrating proper usage of English grammar.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification while demonstrating grammatically correct English.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

SPEAKING AND LISTENING – LANGUAGE IN SPEAKING & LISTENING	
CL.LS.p4.1	Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking. a. Prints some upper and lower-case letters. b. Uses frequently occurring nouns and verbs. c. Forms regular plural nouns orally by adding /s/ or /es/. d. Understands and uses most question words. e. Uses the many frequently occurring prepositions. f. Produces complete sentences in shared language activities.
SL.K.7	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Use frequently occurring nouns and verbs in speech. b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). d. Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). e. Produce and expand complete sentences in shared language activities.
SL.1.7	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Use common, proper, and possessive nouns when speaking. b. Use singular and plural nouns with matching verbs in basic sentences when speaking. c. Use personal, possessive, and indefinite pronouns when speaking. d. Use verbs to convey a sense of past, present, and future when speaking. e. Use frequently-occurring adjectives, conjunctions, articles, and prepositions when speaking. f. Orally produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
SL.2.7	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Use collective nouns when speaking. b. Form and use frequently-occurring irregular plural nouns (e.g., teeth). c. Use reflexive pronouns (e.g., ourselves). d. Form and use past tense of frequently-occurring irregular verbs (e.g., hid) e. Use context-appropriate adjectives and adverbs. f. Produce complete simple and compound sentences.
SL.3.7	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking. a. Choose words and phrases for effect. b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning. c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs. d. Form and use the simple verb tenses (e.g., I walked, I walk, I will walk). e. Ensure subject-verb and pronoun-antecedent agreement when speaking. f. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. g. Use coordinating and subordinating conjunctions. h. Produce simple, compound, and complex sentences.

SL.4.7	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Choose words and phrases to convey ideas precisely. b. Use relative pronouns. c. Form and use the progressive verb tenses. d. Use modal auxiliaries (e.g., can, must) to convey various conditions. e. Order adjectives within sentences according to conventional patterns. f. Form and use prepositional phrases. g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. h. Correctly use frequently confused words i. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
SL.5.7	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Expand, combine, and reduce sentences for meaning, read/listener interest, and style. b. Form and use the perfect verb tenses (e.g., I had walked, I have walked) c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions. (e.g., either/or)
SL.6.7	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns. e. Recognize variations from standard English in their own and others' speaking, and identify and use strategies to improve expression in conventional language. f. Maintain consistency in style and tone.
SL.7.7	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

SPEAKING AND LISTENING – LANGUAGE IN SPEAKING & LISTENING	
CL.SL.p4.5	With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.
SL.K.8	Use words and phrases acquired through conversations, reading, and through being read to.
SL.1.8	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.
SL.2.8	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
SL.3.8	Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships.
SL.4.8	Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
SL.5.8	Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships.
SL.6.8	Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SL.7.8	Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vertical Alignment K-12: Reading-Foundations

RF1

RF2

RF3

RF4

READING: FOUNDATIONAL – PRINT CONCEPTS	
CL.F.p4.1	Demonstrates understanding of the organization and basic features of print. a. Follows words from left to right, top to bottom and page by page. b. Recognizes that spoken words are represented in written language by specific sequences of letter. c. Recognizes that letters are grouped to form words.
RF.K.1	Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print and can point with one-to-one correspondence.
RF.1.1	Demonstrate understanding of the organization and basic features of print. a. Demonstrate book orientation knowledge. b. Have an understanding of important reading terminology (e.g., word(s), letter(s), beginning of sentence, top of the page, bottom of the page). c. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.2.1	N/A
RF.3.1	N/A
RF.4.1	N/A
RF.5.1	N/A
RF.6.1	N/A
RF.7.1	N/A

READING: FOUNDATIONAL – PHONOLOGICAL AWARENESS	
CL.F.p4.2	Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes): a. Recognizes and produces rhyming words. b. Blends and segments syllables in spoken words (e.g., /f/+/i/+/sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps). c. With prompting and support blends and segments initial sounds (i.e., onset) and ending sounds (i.e., rime) of single syllable words (e.g., /d/+/og/ = dog). d. States the initial sound (phoneme) in consonant-vowel-consonant (CVC) words (e.g., cat starts with /c/).
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words (if culturally appropriate). b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.1.2	Demonstrate understanding of spoken words, syllables, and phonemes. a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending phonemes, including consonant blends. c. Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words. d. Orally segment single-syllable words into their complete sequence of individual phonemes.
RF.2.2	N/A
RF.3.2	N/A
RF.4.2	N/A
RF.5.2	N/A
RF.6.2	N/A
RF.7.2	N/A

READING: FOUNDATIONAL – PHONICS & WORD RECOGNITION	
CL.F.p4.3	Knows and applies age appropriate word analysis skills in decoding words. a. Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters. b. Identifies own name in print. c. Recognizes and "reads" familiar words or environmental print.
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., bat/cat, bat/bit/, bat/bad).
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the sound-spelling correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team patterns for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Use vowel patterns to decode two-syllable words by breaking the words into syllables. f. Read words with inflectional endings (e.g., makes, walked, ended, played, going). g. Recognize and read grade-appropriate words.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know correspondences for additional common vowel teams (e.g., steak). c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller). e. Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh). f. Recognize and read grade-appropriate words.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful). b. Decode words with common Latin suffixes (e.g., -able, -ation, -ible). c. Decode multisyllabic words. d. Read grade-appropriate irregularly spelled words.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.
RF.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.6.3	N/A
RF.7.3	N/A

READING: FOUNDATIONAL - FLUENCY	
CL.F.p3.4	Displays emergent reading behaviors with purpose and understanding using a familiar book (e.g., pretend reading).
RF.K.4	*With prompting and support*, read emergent-reader texts with purpose and understanding.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.6.4	N/A
RF.7.4	N/A

Vertical Alignment K-12: Reading-Literature

[RL1](#)

[RL2](#)

[RL3](#)

[RL4](#)

[RL5](#)

[RL6](#)

[RL7](#)

[RL8](#)

[RL9](#)

[RL10](#)

[RL11](#)

[RL12](#)

[RL13](#)

READING: LITERATURE – KEY IDEAS & DETAILS	
CL.L.p4.1	*With prompting and support*, asks and answers questions about key details in a text.
RL.K.1	*With prompting and support*, students will ask and answer questions about key details in a text.
RL.1.1	Ask and answer questions about key details in a text.
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

READING: LITERATURE – KEY IDEAS & DETAILS	
CL.L.p4.2	*With prompting and support*, retells stories with increasing detail and accuracy.
RL.K.2	*With prompting and support*, retell familiar stories, including key details.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.3.2	Recount 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.
RL.4.2	Determine the theme of a story, drama, or poem from details in the text; summarize the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

READING: LITERATURE – KEY IDEAS & DETAILS	
CL.L.p4.3	*With prompting and support*, identifies characters, settings and major events in a story.
RL.K.3	*With prompting and support*, identify characters, settings and major events in a story.
RL.1.3	Describe character, settings, and major events in a story, using key details.
RL.2.3	Describe how characters in a story respond to major events and challenges.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.4.3	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, or actions).
RL.5.3	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).
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

READING: LITERATURE – CRAFT & STRUCTURE	
CL.L.p4.4	Asks and answers questions about unknown words in a text.
RL.K.4	Ask and answer questions about unknown words in a text.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

READING: LITERATURE – CRAFT & STRUCTURE	
CL.L.p4.5	Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.3.5	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.
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

READING: LITERATURE – CRAFT & STRUCTURE	
CL.L.p4.6	*With prompting and support*, can describe the role of an author and an illustrator.
RL.K.6	*With prompting and support*, name the author and illustrator of a story and define the role of each in telling the story.
RL.1.6	Identify who is telling the story at various points in a text.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
RL.7.6	Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

READING: LITERATURE – INTEGRATION OF KNOWLEDGE AND IDEAS	
CL.L.p4.7	With prompting and support, uses the illustrations to retell major events in the story
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot
RL.3.7	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).
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

READING: LITERATURE – INTEGRATION OF KNOWLEDGE AND IDEAS	
	N/A for literature
RL.K.8	N/A for literature
RL.1.8	N/A for literature
RL.2.8	N/A for literature
RL.3.8	N/A for literature
RL.4.8	N/A for literature
RL.5.8	N/A for literature
RL.6.8	N/A for literature
RL.7.8	N/A for literature

READING: LITERATURE – INTEGRATION OF KNOWLEDGE AND IDEAS	
CL.L.p4.8	*With prompting and support*, begins to compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.9	*With prompting and support*, compare and contrast the adventures and experiences of characters in familiar stories.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
RL.2.9	Compare and contrast two or more versions of the same story by different authors or from different cultures.
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

READING: LITERATURE – LANGUAGE IN READING: LITERATURE	
	N/A
RL.K.10	(Begins in Grade 2)
RL.1.10	(Begins in Grade 2)
RL.2.10	Use knowledge of language and its conventions to compare formal and informal uses of English.
RL.3.10	Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English
RL.4.10	Use knowledge of language and its conventions when reading to differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
RL.5.10	Use knowledge of language and its conventions when reading to compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
RL.6.10	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.
RL.7.10	Use knowledge of language and its conventions when reading to aid comprehension of literary texts.

READING: LITERATURE – LANGUAGE IN READING: LITERATURE	
CL.LS.p4.3	Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison).
RL.K.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Kindergarten reading and content*. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck). 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.
RL.1.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 1 reading and content*, choosing flexibly from a variety of strategies. a. Use sentence-level context as a clue to the meaning of a word. b. Use frequently-occurring affixes as a clue to the meaning of a word or phrase. c. Identify frequently-occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
RL.2.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content*, choosing flexibly from a variety of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy) c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
RL.3.11	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 strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
RL.4.11	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 strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common Greek and Latin affixes found in Grade 4 literature as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
RL.5.11	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 strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
RL.6.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase.

	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. 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).
RL.7.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 7 reading and content*, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase.

READING: LITERATURE – LANGUAGE IN READING: LITERATURE	
CL.LS.p4.4	*With guidance and support*, explores word relationships and nuances in word meanings. a. Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites. b. Distinguishes among some verbs describing the same general action by acting out the meanings.
RL.K.12	*With guidance and support from adults*, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
RL.1.12	*With guidance and support from adults*, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes. c. Identify real-life connections between words and their uses. d. Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.
RL.2.12	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use. b. Distinguish shades of meaning among closely-related verbs and closely-related adjectives.
RL.3.12	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and figurative meanings of words and phrases in context. b. Identify real-life connections between words and their uses. c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
RL.4.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs in context. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
RL.5.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationships between particular words (e.g., synonyms) to better understand each of the words.
RL.6.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions).
RL.7.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions).

READING: LITERATURE – RANGE OF READING & TEXT COMPLEXITY	
CL.L.p4.9	Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, participates in reciting rhymes and finger plays using accompanying gestures).
RL.K.13	Listen to high quality prose and poetry of appropriate complexity for Kindergarten.
RL.1.13	*With prompting and support*, read and comprehend high quality prose and poetry of appropriate quantitative and qualitative complexity for Grade 1.
RL.2.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 2.
RL.3.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 3.
RL.4.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 4.
RL.5.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 5.
RL.6.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 6.
RL.7.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 7.

Vertical Alignment K-12: Reading-Information

[RI1](#)

[RI2](#)

[RI3](#)

[RI4](#)

[RI5](#)

[RI6](#)

[RI7](#)

[RI8](#)

[RI9](#)

[RI10](#)

[RI11](#)

[RI12](#)

[RI13](#)

READING: INFORMATIONAL – KEY IDEAS & DETAILS	
CL.IT.p4.1	*With prompting and support*, ask and answer questions about key details in a text.
RI.K.1	*With prompting and support*, ask and answer questions about key details in a text.
RI.1.1	Ask and answer questions about key details in a text.
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

READING: INFORMATIONAL – KEY IDEAS & DETAILS	
CL.IT.p4.2	*With prompting and support*, retells key details of a text.
RI.K.2	*With prompting and support*, identify the main topic and retell key details of a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

READING: INFORMATIONAL – KEY IDEAS & DETAILS	
CL.IT.p4.3	*With prompting and support*, describes the connection between two events or pieces of information in a text.
RI.K.3	*With prompting and support*, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.3.3	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.
RI.4.3	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.
RI.5.3	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.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

READING: INFORMATIONAL – CRAFT & STRUCTURE	
CL.IT.p4.4	*With prompting and support*, asks and answers questions about unknown words in a text.
RI.K.4	*With prompting and support*, ask and answer questions about unknown words in a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning.
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

READING: INFORMATIONAL – CRAFT & STRUCTURE	
CL.IT.p4.5	Identifies the front cover, back cover and title page of a book.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.1.5	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.
RI.2.5	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.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.4.5	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
RI.5.5	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.
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

READING: INFORMATIONAL – CRAFT & STRUCTURE	
CL.IT.P6	With prompting and support, describes the role of an author and an illustrator.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.1.6	Distinguish between information provided by illustrations or other graphics and information provided by the words in a text.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

READING: INFORMATIONAL – INTEGRATION OF KNOWLEDGE AND IDEAS	
CL.IT.p4.7	*With prompting and support*, use the illustrations to identify key details in the story.
RI.K.7	*With prompting and support*, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.3.7	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).
RI.4.7	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.
RI.5.7	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.
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

READING: INFORMATIONAL – INTEGRATION OF KNOWLEDGE AND IDEAS	
CL.IT.p4.8	*With prompting and support*, answers "why" questions based on information presented in the text.
RI.K.8	*With prompting and support*, identify the reasons an author gives to support points in a text.
RI.1.8	Identify the reasons an author gives to support points in a text.
RI.2.8	Describe how reasons support specific points the author makes in a text.
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.7.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

READING: INFORMATIONAL – INTEGRATION OF KNOWLEDGE AND IDEAS	
CL.IT.p4.9	*With prompting and support*, identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).
RI.K.9	*With prompting and support*, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

READING: INFORMATIONAL – LANGUAGE IN READING: INFORMATIONAL	
	N/A
RI.K.10	(Begins in Grade 2)
RI.1.10	(Begins in Grade 2)
RI.2.10	Use knowledge of language and its conventions to compare formal and informal uses of English.
RI.3.10	Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English.
RI.4.10	Use knowledge of language and its conventions when reading to differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
RI.5.10	Use knowledge of language and its conventions when reading to compare and contrast the varieties of English (e.g., dialects, registers) used in informational text.
RI.6.10	Use knowledge of language and its conventions when reading to improve comprehension of informational texts.
RI.7.10	Use knowledge of language and its conventions when reading to aid comprehension of informational texts.

	READING: INFORMATIONAL - LANGUAGE IN READING: INFORMATIONAL
CL.LS.p3	Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult.
RI.K.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Kindergarten reading and content*. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck). 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.
RI.1.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 1 reading and content*, choosing flexibly from a variety of strategies. a. Use sentence-level context as a clue to the meaning of a word. b. Use frequently-occurring affixes as a clue to the meaning of a word or phrase. c. Identify frequently-occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
RI.2.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content*, choosing flexibly from a variety of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy) c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
RI.3.11	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 strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases
RI.4.11	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 strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes found in Grade 4 informational texts as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
RI.5.11	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 strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

RI.6.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. 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).
RI.7.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 7 reading and content*, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase.

	READING: INFORMATIONAL - LANGUAGE IN READING: INFORMATIONAL
CL.LS.p4.4	*With guidance and support*, explores word relationships and nuances in word meanings. a. Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites. b. Distinguishes among some verbs describing the same general action by acting out the meanings.
RI.K.12	*With guidance and support from adults*, explore word relationships and nuances in word meanings.
RI.1.12	*With guidance and support from adults*, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes. c. Identify real-life connections between words and their uses. d. Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.
RI.2.12	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use. b. Distinguish shades of meaning among closely-related verbs and closely-related adjectives.
RI.3.12	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and figurative meanings of words and phrases in context. b. Identify real-life connections between words and their uses. c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
RI.4.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs in context. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
RI.5.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationships between particular words (e.g., synonyms) to better understand each of the words.
RI.6.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions).
RI.7.12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions).

READING: INFORMATIONAL – RANGE OF READING & TEXT COMPLEXITY	
CL.IT.p4.10	Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, makes appropriate noises for different animals or vehicles).
RI.K.13	Actively engage in individual or group readings of informational text with purpose and understanding.
RI.1.13	*With prompting and support*, read and comprehend high quality prose and poetry of appropriate quantitative and qualitative complexity for Grade 1.
RI.2.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 2.
RI.3.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 3.
RI.4.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 4.
RI.5.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 5.
RI.6.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 6.
RI.7.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 7.