Standard 3.1 READING	**K**	**1**	**2**	**3**	**4**	**5**	**6**						
CONCEPTS ABOUT PRINT													
Recognizes that print represents spoken language and conveys meaning	X	X											
Understands directionality (tracking print from left to right; top to bottom, return sweep)	X												
Understands that written words are separated by spaces	X												
Distinguishes letters from words	X												
Understands that spoken words are represented in written language by specific sequence of letters	X												
Knows the difference between capital and lowercase letters	X	X											
Recognizes how readers use capitalization and punctuation to comprehend	X	X	X										
Recognizes the purpose and use for print conventions (punctuation, paragraphing, bold prints, italics, etc.)	X	X	X	X									
Recognizes that parts of a book (such as cover/title page/table of contents/glossary) offer information	X	X	X	X	X								
Identify & interpret simple graphs, charts, diagrams, illustrations	X	X	X	X	X								
Recognize and use common print formats to obtain info (newspapers, magazines, and electronic)				X	X	X	X						
PHONOLOGICAL AWARENESS													
Identifies letters, words, sentences	X												
Produces rhyming words and distinguish rhyming words from non rhyming words	X	X											
Identifies, understands, segments, and combine syllables within spoken words	X	X	X										
Identifies and isolate the initial and final sound of a spoken word	X	X											
Adds, delete, or change sounds to change words (such as cow to how, pan to fan)	X	X	X										
Blends sounds to make spoken words	X	X	X										
Segments one-syllable spoken words into individual phonemes (blends, digraphs, diphthongs) by end 3rd	X	X	X	X									

Standard 3.1 READING continued	**K**	**1**	**2**	**3**	**4**	**5**	**6**						
DECODING AND WORD RECOGNITION													
Uses letter/sound correspondence	X	X											
Decode unknown words using basic phonetic analysis (cvc, cvcc, etc.)	X	X	X	X									
Recognizes high frequency words in and out of context	X	X	X	X									
Decode and read words with long/short vowel sounds	X	X											
Read many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common endings	X	X	X	X									
Use letter-sound knowledge and structural analysis to decode words	X	X	X	X									
Reads/identifies multi syllable words		X	X	X	X								
Uses context to accurately read words with more than one pronunciation		X	X	X									
Recognizes and uses prefixes, suffixes, contractions, compounds, root words, etc.		X	X	X	X	X	X						
Interpret new words correctly by context		X	X	X	X	X	X						
Uses the pronunciation key of a dictionary to decode new words					X	X	X						
FLUENCY													
Practice reading behaviors such as retelling dramatizing or reenacting stories	X	X											
Is able to read text at grade level at an appropriate pace (not choppy or word by word)		X	X	X	X	X	X						
Uses punctuation marks to pause or slow down or emphasize text		X	X	X									
Self monitors when text does not make sense when listening or reading, rereads, visualizes	X	X	X	X	X	X	X						
Recognize and employ strategies to determine if text makes sense without being prompted	X	X	X	X									
Read aloud with proper phrasing, inflection, intonation and expression		X	X	X	X	X	X						
Read at different speeds using scanning, skimming or careful reading as appropriate			X	X	X								

Standard 3.1 READING continued	**K**	**1**	**2**	**3**	**4**	**5**	**6**						
Read silently to increase speed and accuracy		X	X										
Reacts, speculates, joins in, reads along when predictable and patterned selections are read aloud	X	X											
Responds through talk, movement, music, art, drama, and writing to a variety of stories and poems	X	X	X	X	X	X	X						
VOCABULARY and CONCEPT DEVELOPMENT													
Develop vocabulary through selections read aloud	X	X	X										
Develop vocabulary through reading at appropriate grade level		X	X	X	X	X	X						
Develop vocabulary through meaningful, concrete experiences	X	X											
Identify and sort words in categories	X	X											
Explain meanings of common signs and symbols	X	X											
Use new vocabulary in everyday language	X	X											
Develop a grade level vocabulary of high frequency words and phonetically regular works (1st), and irregular words (2nd) (500-800)	X	X	X										
Use, explain, identify and correctly use synonyms, antonyms, homographs and homophones		X	X	X	X	X	X						
Know and relate meanings of prefixes and suffixes to gain meanings of words			X	X	X	X	X						
Use pictures and context clues to infer meanings of new words	X	X	X	X	X								
Use grade level dictionaries and/or thesaurus			X	X	X	X	X						
Develop an extended vocabulary through listening and independent reading	X	X	X	X	X	X	X						
Expand reading vocabulary by identifying and correctly using idioms and figurative language				X	X	X	X						
READING STRATEGIES (before, during and after reading)													
Begin to track or follow print when listening to text being read	X	X											
Establish a purpose for reading			X	X	X	X	X						

Standard 3.1 READING continued	**K**	**1**	**2**	**3**	**4**	**5**	**6**						
Make predictions, use illustrations, and activate prior knowledge	X	X	X	X	X	X	X						
Reread to make sense of difficult paragraphs or sections of text		X	X	X									
Make revisions to predictions			X	X	X	X	X						
Use graphic organizers to illustrate concepts, relationships, and experiences to extend learning		X	X	X	X	X	X						
Begin to apply study skills strategies (survey, question, retell, recite, review SQ3R) to assist retention		X	X	X	X								
Uses semantic clues (word meaning)			X	X	X								
Uses syntactical clues (word order)		X	X										
Applies phonetic clues	X	X	X										
Knows high frequency words (such as the, a, an, and, said, was, where, is)	X	X											
Identifies words that name persons, places, things, and actions	X	X	X	X									
Uses resources and references (dictionary, glossary, thesaurus, synonym finder, technology		X	X	X	X	X	X						
Knows and uses synonyms and antonyms - grade appropriate	X	X	X										
Knows and uses multiple-meaning words		X	X	X									
Decodes derivatives (root words, prefixes, suffixes)		X	X	X	X								
Recognizes homophones, homographs			X	X									
Uses analogies			X	X	X	X	X						
Recognizes idioms				X	X								
Understands literary terms by distinguishing between roles of author and illustrator		X	X	X									
COMPREHENSION SKILLS & RESPONSE TO TEXT	X												
Exposure to and identify different genres and literacy forms (poems, drama, stories, international text, etc.) with a verbal response	X	X											
Identify and articulate story elements (character, setting, problem/goal/plot, etc.) in a multicultural literature and various other texts	X	X	X	X	X	X	X						
Respond to story elements verbally and through written response (describe, explain, compare/contrast, etc.)	X	X	X	X	X	X	X						

Standard 3. 1 READING continued	**K**	**1**	**2**	**3**	**4**	**5**	**6**						
Retell a story using main characters and events (sequencing)	X	X	X										
Make predictions and connections based on illustrations or portions of stories	X	X	X										
Draw conclusion from context read, makes and explains inferences		X	X	X									
Demonstrates familiarity of different genres (including poetry and newspapers)	X	X											
Make references concerning text/cross reference text to support text		X	X	X	X	X	X						
Independent reading for a sustained period of time appropriate to grade level which will be documented		X											
Choose main idea and supporting details		X	X	X	X								
Able to assimilate information in text and place in graphic organizer (classify and categorize)		X	X	X									
Recalls facts and details of text	X	X	X										
Recognizes cause and effect			X	X	X	X	X						
Interpret author's meaning for written text			X	X	X	X							
Respond to text by using how, why and what if questions			X	X									
Construct meaning from text by making connections to self, text and world		X	X	X									
Recognize purpose of text		X	X	X									
Distinguish fact/opinion and main idea/supporting details in interpreting texts both fiction and nonfiction		X	X	X									
Interpret info in graphs, charts and diagrams		X	X	X									
Recognize how authors use humor, sarcasm and imagery to extend meaning		X	X	X									
Summarize major points from fiction and nonfiction texts		X	X	X									
Recognize first-person (I) 3rd person point of view		X	X	X									
Examines hypotheses and opinions based on text		X	X	X									
Understand author's opinion and how they address culture, ethnicity, gender and historical periods				X	X								
Follow multiple steps on to verbal and written instructions	X	X	X	X	X								
Identify and summarize ideas in informational text		X	X	X	X								
Recognize and describe authors point of view and how it effects text		X	X	X	X								

Standard 3. 1 READING continued	**K**	**1**	**2**	**3**	**4**	**5**	**6**						
Identify structure of poetry and drama		X	X	X	X								
Identify genre through distinctive elements (tall tale - exaggeration)		X	X	X	X								
Identify author's purpose, views and beliefs			X	X	X	X							
Recognize persuasive and propaganda techniques and biases which influence readers				X	X	X							
Identify and analyze text types, formats, and elements in all text		X	X	X	X	X							
Recognize figurative language in text (simile, metaphor, personification, alliteration and idiomatic expressions as well as sensory details		X	X	X	X	X							
Practices various questions and tasks (test-like comprehension questions)			X	X	X	X	X						
Answers various types of questions: open-ended, literal, interpretive, true-false, multiple choice, short answer		X	X	X	X	X	X						
Uses study strategies to learn and recall (preview, question, reread, and record)			X	X	X	X							
Offers observations, make connections, speculate, interpret, and raise questions in response to texts				X	X	X	X						
Interprets text ideas through journal writing, discussion, enactment, and media			X	X	X	X	X						
Recognizes stories, poems, myths, folk tales fables, tall tales, limericks, plays, biographies, autobiographies, mysteries, science fiction, fairy tales, picture books, textbooks, historical fiction, realistic fiction, modern fantasy, and informational texts		X	X	X	X	X	X						
Analyzes ways authors present ideas (cause/effect, compare/contrast, inductively, deductively, chronologically			X	X	X	X	X						
Recognizes flashback, foreshadowing, symbolism					X	X	X						
INQUIRY AND RESEARCH													
Explore topic of interest by questioning	X	X											
Gather data to gain information and draw conclusions about a central idea	X	X											
Utilize dictionary skill		X	X	X									
Locate and gather information using alphabetical order		X	X										

Standard 3. 1 READING continued	**K**	**1**	**2**	**3**	**4**	**5**	**6**						
Use library classification systems (print or electronic)		X	X	X									
Produce projects and reports, using visual, media and technology to show learning		X	X	X									
Research favorite author, other topics of interest and produce evidence			X	X	X								
Use more than one reference material in researching a topic to draw conclusions					X	X	X						
Develop and question for investigation prior to, during and after reading		X	X	X	X	X							
Summarize and organize information by taking notes, outlining ideas, and/or making charts				X	X	X							
CRITICAL THINKING													
Experiences (comprehend, apply, analyze, synthesize, evaluate)	X	X	X	X	X	X	X						
Make connections (comprehend, apply, analyze, synthesize, evaluate)	X	X	X	X	X	X	X						
Expression (comprehend, apply, analyze, synthesize, evaluate)	X	X	X	X	X	X	X						
Inquiry (comprehend, apply, analyze, synthesize, evaluate)	X	X	X	X	X	X	X						
Problem solving (comprehend, apply, analyze, synthesize, evaluate)	X	X	X	X	X	X	X						
Making decisions (comprehend, apply, analyze, synthesize, evaluate)	X	X	X	X	X	X	X						

Standard 3.2 WRITING	**K**	**1**	**2**	**3**	**4**	**5**	**6**						
WRITING AS A PROCESS													
Recognize that thoughts and talk can be written down in words	X												
Write first and last name	X												
Generate ideas for a shared experience story	X	X	X										
Observe the Model of Writing	X	X	X										
Write by moving from left to right and top to bottom	X	X											
Attempt to put ideas into words through pictures, invented spelling and conventional text	X	X	X										
Participate in group writing activities (experience charts, shared writing, interactive writing)	X	X	X										
Begin to sequence story events for writing using pictures, developmental spelling or conventional text	X	X	X										
Fill in graphic organizers to organize ideas for drafting stage		X	X	X									
Use simple sentences to convey ideas when given a picture prompt		X	X										
Write clear and coherent sentences and paragraphs that develops a central idea		X	X	X									
Writing shows they consider the audience and purpose				X	X	X							
Revisit pictures, organizers and writing to add detail			X	X	X	X	X						
Begin to use a rubric or checklist to improve writing with teacher support			X	X	X	X	X						
Begin to use computer writing applications during the writing process	X	X	X										
Compose first drafts that includes an opening sentence, supporting details and a closing sentence for each paragraph		X	X	X	X								
Focus on elaboration as a strategy for improving writing			X	X	X	X							
Participate with peers to comment on and react to each other's writing		X	X	X									
Generate own possible ideas for writing through recalling experiences, listening to stories, reading, brainstorming and discussion		X	X	X	X								
Examine real-world examples of writing in various genres to gain understand of how authors communicate ideas through form, structure, and author's voice		X	X	X	X	X	X						

Standard 3.2 WRITING continued	**K**	**1**	**2**	**3**	**4**	**5**	**6**						
Begin to use figurative language (similes, metaphors, alliteration, exaggeration, idioms, personification, etc.) in their writings				X	X	X							
Edit work for spelling, mechanics, clarity and fluency			X	X	X	X	X						
Revise draft by rereading for meaning narrowing the focus, sequencing, elaborating with detail, improving opening, closing and word choice to show voice					X	X	X						
Write information compositions of several paragraphs that engage interest of the reader, state a clear purpose, develop topic, and conclude with a detailed summary					X	X	X						
Use reference materials to revise work				X	X	X							
Reflect on own writing, noting strengths and setting goals for improvement					X	X	X						
WRITING AS A PRODUCT (Resulting in a formal product for publication)													
Share samples containing pictures, invented spelling or conventional text	X	X											
Keep portfolio of work samples (favorites or still in progress)	X	X	X	X	X	X	X						
Produce stories from personal narratives with a beginning, middle and end		X	X										
Write nonfiction pieces (letters, procedural essays, biographies, or simple reports) and draw from more than one source of reference			X	X	X								
Write a descriptive piece that include concrete sensory details to represent a description of a person, place or object			X	X									
Use grade appropriate rubrics to improve writing		X	X	X	X	X	X						
To paraphrase, clarify, reflect on new learning across the curriculum				X	X	X	X						
Write sentences of varying lengths and complexity, using specific nouns, verbs and descriptive words				X	X	X							
Recognize the difference between complete sentences and sentence fragments				X	X	X							
Write a range of grade appropriate essays across curricula (e.g. persuasive, personal, descriptive, issue-based)				X	X	X	X						
Support main idea, topic, or theme with facts, examples or explanations, including information from multiple sources					X	X	X						
MECHANICS, SPELLING AND HANDWRITING													
Use letter/sound correspondence in attempt to write words and sentences	X	X											

Standard 3.2 WRITING continued	**K**	**1**	**2**	**3**	**4**	**5**	**6**						
Leave appropriate spacing between words and sentences	X	X											
Write both upper and lower case letters of the alphabet	X	X											
Developing an awareness for conventional spelling		X	X										
Recognize and apply basic spelling patterns		X	X	X									
Write legibly to be read by others		X	X	X	X	X	X						
Use standard conventions that are developmentally appropriate to the grade level: sentences, punctuation, capitalization and spelling		X	X	X	X	X	X						
Use grade-appropriate knowledge of English grammar and usage to craft writing (singular and plural nuns, subject/verb agreement, and appropriate parts of speech)		X	X	X	X	X	X						
Write legibly in cursive				X	X								
Use quotation marks and related punctuation correctly in passages of dialogue				X	X	X							
Use capital letters correctly (proper nouns, titles)		X	X										
Spell grade-appropriate words correctly with particular attention to high frequency words, contractions, homophones, base words, prefixes and suffixes		X	X	X	X	X	X						
Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation				X	X	X							
Edit writing for correct grammar usage, capitalization, punctuation, and spelling		X	X	X	X	X	X						
Use reference materials (dictionary, grammar book, internet/software resources) to edit written work		X	X	X	X								
WRITING FORMS, AUDIENCES AND PURPOSES (exploring a variety of form)													
Communicate a personal response to literature through drawing, telling or writing	X	X											
Present work sample to an audience (teacher, peers, family)	X	X											
Produce a variety of writings, including stories, descriptions, and journal entries, showing relationships between illustrations and printed text	X	X											

Standard 3.2 WRITING continued	**K**	**1**	**2**	**3**	**4**	**5**	**6**						
Write for a variety of purposes (inform, entertain, persuade) for varied audiences				X	X	X	X						
Develop fluency by writing daily and for sustained amounts of time		X	X	X	X	X	X						
Write narrative text (realistic or humorous story)			X	X	X								
Write nonfiction text (reports, procedures, letters)			X	X	X								
To distinguish between factual and fictional visual representations and political cartoons.			X	X	X								
Respond to literature in writing to demonstrate an understanding of the text, to explore personal reaction and to connect personal experiences with the text					X	X							
Understand uses of persuasive text related to advertising in society							X						
To identify the central theme in a movie, film, or illustration.					X	X	X						
Write formal and informal letters for a variety of audiences and purposes			X	X	X	X							
Write responses to open-ended and essay question in content areas or as a response to literature making personal connections and reference to text read			X	X	X	X	X						
Use relevant graphics in writing (e.g. maps, charts, illustrations)					X	X	X						
Develop and use knowledge of a variety of genres (expository, narrative, persuasive, poetry, critiques) in their writings				X	X	X							
Use transitions between and within paragraphs			X	X	X								
Organize paragraphs using topic sentences				X	X	X							
Write narratives establishing a plot or conflict, setting, characters, point of view (first or third person) and resolution					X	X	X						
Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance					X	X	X						
Score writing through relevant rubrics				X	X	X	X						
CHECKLIST OF FORMS OF WRITING													
Advertisements													
Articles													
Autobiography													
Biography													
Book report													

Research Report													
Compare/Contrast													

Standard 3.2. WRITING continued	**K**	**1**	**2**	**3**	**4**	**5**	**6**						
Critique/review/editorial													
Description													
Essay													
How-to													
Interview													
Invitation													
Journal/log													
Message/list													
Paragraph													
Picture book													
Play (scene)													
Poetry													
Story													
Summary													
Note													
Letter													
Email													
Dialogue													
Speech													
Picture Prompt													
Personal Narrative													
Open-ended Questions													
Collaborative Work													

Bibliography													

Standard 3.3 SPEAKING	**K**	**1**	**2**	**3**	**4**	**5**	**6**						
DISCUSSION													
Share personal experiences and express ideas and opinions	X	X											
Participate in conversations with peers and adults	X												
React to stories, poems, and songs	X	X											
Role play situations and dramatize story events		X	X										
Stay focused on a topic		X	X	X									
Follow a conversation and respond with related information or questions at the appropriate time			X	X									
Use details, examples and reason to support central ideas				X	X								
Accept others opinions and respond appropriately						X	X						
Develop a well organized position with appropriate details						X	X						
QUESTIONING AND CONTRIBUTING													
Respond to ideas posed by others	X	X											
Ask various types of questions	X												
Identify a problem and a simple solution			X										
Use interview techniques to gather information and develop questioning skills			X	X	X								
Reflect and evaluate information learned as a result of a question				X	X	X	X						
Solve a problem or task through group discussion					X	X	X						
WORD CHOICE													
Use language to describe feelings, people, objects, and events	X												
Suggest rhyming words during word play, songs, and read aloud	X												
Use new vocabulary learned from literature or classroom discussions		X											
Use descriptive words and language to clarify ideas		X	X	X									
Use figurative language appropriately				X	X	X							

Adapt language use in order to persuade, explain, or inquire				X	X								
Adapt the vocabulary in order to best suite the audience					X	X	X						

Standard 3.3. SPEAKING continued	**K**	**1**	**2**	**3**	**4**	**5**	**6**						
Use varied word choice in order to clarify, illustrate, or elaborate a point					X	X	X						
ORAL PRESENTATION													
Sing familiar songs and rhymes to promote language development	X												
Recite poems and stories orally	X	X											
Retell a story for understanding		X	X										
Participate in choral reading		X	X										
Read aloud grade appropriate texts		X	X										
Talk about an experience or work sample in front of a small group		X	X										
Use pictures and props to support an oral presentation				X	X								
Use appropriate strategies to prepare, rehearse, and deliver an oral presentation				X	X	X							
Speak for a variety of audiences					X	X	X						
Use notes or other memory aids to help structure a presentation					X	X	X						
Incorporate proper volume, pacing, and enunciation in oral presentation based on a central idea					X	X	X						
Read aloud with fluency					X	X	X						
Develop and deliver a formal well organized presentation based on a central idea including introduction, main and supporting ideas, and a conclusion						X	X						
Understand and evaluate the guidelines of a rubric, as well as teacher and peer feedback to improve presentation skills						X	X						

Standard 3.4 LISTENING	**K**	**1**	**2**	**3**	**4**	**5**	**6**						
ACTIVE LISTENING													
Listen to hear and understand instructions and daily messages	X												
Listen to stories, poems and songs to begin developing letter/sound relationships	X	X											
Listen to words to produce rhyming words	X	X											
Listen to hear initial, final and medial sounds in words		X											
Listen to identify story elements (characters, setting, problem, etc.)		X	X										
Listen and respond to directions		X	X										
Listen and contribute to class discussions			X										
Listen actively for a variety of purposes such as enjoyment and obtaining information				X									
Interpret vocabulary gained through listening			X	X									
Listen to determine a speaker's purpose, attitude, mood and perspective				X	X	X	X						
Demonstrate active listening behaviors in a variety of situation (one-on-one, small groups, whole class)		X	X										
Listen actively for a variety of purposes such as enjoyment and obtaining information				X	X	X	X						
Recognize the rich and varied language of literature (poetry, song, classics, persuasive pieces, etc.)					X	X	X						
LISTENING COMPREHENSION													
Listen attentively to stories read aloud	X	X											
Answer questions about books read aloud			X	X	X								
Create sensory images to text read aloud			X	X									
Recall information from listening to stories, poems, film, etc.		X	X	X									
Retell summarize, paraphrase, or dramatize stories, poems, film, etc.			X	X	X								

Standard 3.4 LISTENING continued	**K**	**1**	**2**	**3**	**4**	**5**	**6**						
Make predictions, inferences and connect with prior knowledge on text read aloud		X	X	X	X	X							
Develop listening strategies such as note taking or graphic organizers to retain information heard.					X	X	X						
Follow 3 to 4 oral step instructions				X	X	X	X						
Evaluate oral presentations through rubrics, based on content and delivery					X	X	X						

Standard 3.5 VIEWING AND MEDIA LITERACY	**K**	**1**	**2**	**3**	**4**	**5**	**6**						
CONSTRUCTING MEANING/VISUAL AND VERBAL MESSAGES													
Make predictions and connections about visual information (pictures in books)	X												
Sequence a series of pictures to tell a story	X	X											
Distinguish between “pretend” and “real” media		X	X										
Identify central idea or theme of different media			X	X	X								
Apply comprehension strategies in viewing media			X	X	X								
Recognize the purpose of media (inform, describe, entertain, persuade)		X	X										
Use media to compare and contrast characters, ideas and point of view		X	X										
Interpret information from various formats (maps, charts, graphs, video and other technology)		X	X	X	X	X	X						
Speculate intention of the creation of visual representation of media				X	X								
Use a simple rating scale to judge effectiveness of media use in delivering content					X								
Compare and contrast media sources such as book and film versions of a story and characters		X	X										
Identify target audience for a particular program, story or advertisement					X	X	X						
Discuss the emotional impact of photos and how it aids to understanding					X	X	X						
Understand the use of technology to gain information					X	X	X						
Choose the most appropriate media for a presentation					X	X	X						
Use a rubric to evaluate the content of a media presentation					X	X	X						