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	Students will use singular & plural forms of regular nouns.					A		A		A								D							D											
	Students will write with correct subject-verb agreement.										A			A											A								A			
	Students will use correct irregular verbs.																															D				
<b>Grade 3</b>	Students will write with accurate spelling in final draft.																															A	D			
	Students will compose simple & compound sentences with elaborated subjects.													A																			D			
	Students will use singular & plural forms of regular nouns & adjust verbs for agreement.					A		A		A	A							D							D											
	<b>Strand 3 Listening, Speaking, &amp; Viewing. Contest Standard.</b> <i>Students will develop an apply the communication skills of speaking, listening &amp; viewing through a variety of informal &amp; formal opportunities.</i>																																			
	<i>LSV.1.4. Listen to improve reading, oral, &amp; written performance.</i>																																			
<b>K</b>	Students will listen to proficient, fluent models of oral reading using patterned & predictable text.	D	D	D	D	D	D	D	D	D	D				D	D	D	D	D	D	D	D	D	D	D	D	D	D								
<b>Grade 1</b>	Students will listen to proficient, fluent models of oral reading using patterned & predictable text, classic & contemporary works.	D	D	D	D	D	D	D	D	D	D				D	D	D	D	D	D	D	D	D	D	D	D	D	D								
<b>Grade 2</b>	Students will listen to proficient, fluent models of oral reading, including selections from classic & contemporary works.	A	A	A	A	A	A	A	A	A	A				A	A	A	A	A	A	A	A	A	A	A	A	A	A								
<b>Grade 3</b>	Students will listen to proficient, fluent models of oral reading, including selections from classic & contemporary works.	A	A	A	A	A	A	A	A	A	A				A	A	A	A	A	A	A	A	A	A	A	A	A	A								
	<i>LSV.1.19. Confirm understanding by paraphrasing ideas.</i>																																			
<b>K</b>	Students will demonstrate the ability to listen by: discussing the topic when finished, retelling a simple story, incorporating new ideas & vocabulary into their own speech, drawing & labeling what was heard.																																			
	<i>LSV.1.6. Listen to follow directions sequentially.</i>																																			
<b>K</b>	Students will become familiar with place words matching actions to directions (e.g. on, under, beside).					A																														
	Students will follow a simple series of familiar directions such as, "Put your name on your paper," & "Line up at the door."																																			
<b>Grade 1</b>	Students will become familiar with place words matching actions to directions (e.g. on, under, beside, bottom, circle, underline).					A																														

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	Students will follow a simple series of familiar directions such as, "Put your name & date on your paper."							D	D	D	D	D	D		D	D	D					D	D	D						D							
<b>Grade 2</b>	Students will understand & follow directions involving multiple steps.																																		A		
<b>Grade 3</b>	Students will understand & follow directions involving multiple steps.																																		A		
	<i>LSV.1.7. Respond to artistic performances both verbal &amp; musical.</i>																																				
<b>K</b>	Students will show interest in & respond appropriately to verbal & musical performances.	D	D	D	D	D	D																														
<b>Grade 1</b>	Students will show interest in & respond appropriately to verbal & musical performances.	D	D	D	D	D	D																														
	<i>LSV.1.15. Initiate &amp; participate in conversations about reading.</i>																																				
<b>Grade 1</b>	Students will begin to see themselves as readers & talk about their own reading.																																			D	
	<i>LSV.1.16. Read orally with meaning &amp; expression</i>																																				
<b>K</b>	Students will participate in shared reading of poems, songs, & stories.																																				D
<b>Grade 1</b>	Students will read orally from familiar text with fluency (accuracy, expression & attention to punctuation).																																				D
<b>Grade 2</b>	Students will read orally from familiar text with fluency (accuracy, expression, appropriate phrasing, & attention to punctuation).																																				D
<b>Grade 3</b>	Students will read orally from familiar text with fluency (accuracy, expression, appropriate phrasing & attention to punctuation).																																				D
	<i>LSV.1.23. Participate in discussion by alternating the roles of speaker &amp; listener.</i>																																				
<b>K</b>	Students will actively listen to the speaker.	D	D	D	D	D										A	A	A	A																	D	
<b>Grade 1</b>	Students will actively listen to the speaker.	D	D	D	D	D										A	A	A	A																	D	
<b>Grade 2</b>	Students will actively listen to the speaker.	D	D	D	D	D										A	A	A	A																	D	
<b>Grade 3</b>	Students will listen responsively & reflectively.	D	D	D	D	D										A	A	A	A																	D	
<b>Strand 2 Reading: Print Awareness.</b>																																					
<b>Content Standard 1:</b> <i>Student will comprehend, evaluate, &amp; respond to works of literature &amp; other kinds of writing which reflect their own cultures &amp; developing viewpoints as well as those of others.</i>																																					
<b>Content Standard 2:</b> <i>Students will demonstrate a willingness to use reading to continue to learn, to communicate &amp; to solve problems independently.</i>																																					
	<i>R.L.1. Demonstrate understanding of the relationship between written &amp; oral language.</i>																																				
<b>K</b>	Students will recognize that print conveys meaning.							D	D	D	D	D	D	D	D	D	D	D	D							D	D	D									

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	Students will demonstrate an understanding of one-to-one correspondence between spoken & written words.							D	D	D	D	D	D	D	D	D	D	D				D	D	D		D	D	D							
	Students will demonstrate an understanding that spoken words are represented by letters written in specific sequences.							D	D	D	D	D	D	D	D	D	D	D				D	D	D		D	D	D					D		
<b>Grade 1</b>	Students will use their knowledge of oral language (syntax, semantics) to read text.							D	D	D	D	D	D	D	D	D	D	D				D	D	D		D	D	D				D	D	D	
	<i>R.1.2. Demonstrate &amp; use concepts of print, such as directionality, spacing, punctuation &amp; configuration in developmentally appropriate ways.</i>																																		
<b>K</b>	Students will demonstrate an understanding that print moves left-to-right across the page & top-to-bottom.																															A			
<b>Grade 1</b>	Students will distinguish between individual letters & printed words.																																	D	
	Students will recognize that there are correct spelling for words.																																D	D	
	<b>Strand 2 Reading: Phonological Awareness/Decoding/Vocabulary</b>																																		
	<b>Content Standard 1:</b> <i>Student will comprehend, evaluate, &amp; respond to works of literature &amp; other kinds of writing which reflect their own cultures &amp; developing viewpoints as well as those of others.</i>																																		
	<b>Content Standard 2:</b> <i>Students will demonstrate a willingness to use reading to continue to learn, to communicate &amp; to solve problems independently.</i>																																		
	<i>R.1.5. Use major cueing systems, such as phonetic, syntactic &amp; semantic to decode &amp; construct meaning.</i>																																		
<b>K</b>	Students will apply some letter-sound correspondence to begin to read.																D																		
<b>Grade 1</b>	Students will know that written words are composed of letter that represent sounds.																																D	D	
	Students will use knowledge of common letter sound correspondence, including sounds represented by single letters (consonant & vowel) consonant blends, consonant digraphs, vowel digraphs, diphthongs, r-controlled vowels & common spelling patterns to decode & comprehend text.							A	A	A	A						D								D							D	D		
	Students will use knowledge of word structure such as root words, inflectional endings, compound words & contractions to decode & comprehend text.							A	A	A	A						D								D							D			
	Students will recognize a core (approximately 40) of high frequency words.							D	D	D	D	D	D					D				D	D	D		D							D		
	Students will integrate context clues, picture clues, knowledge of sentence structure & graphophonics to decode & comprehend text.							D	D	D	D	D	D	D	D	D	D	D				A	A	A		D	D	D				D	D	D	
<b>D</b>	Students will identify unknown words in continuous text by reading, cross-checking, searching for additional cues, etc.																																	D	

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<b>Grade 2</b>	Students will use knowledge of common letter sound correspondence, including sounds represented by single letters (consonant & vowel) consonant blends, consonant digraphs, consonant variants (hard c, soft c), vowel digraphs, diphthongs, r-controlled vowels & common spelling patterns to decode & comprehend text.							A	A	A	A						D								D							D				
	Students will use knowledge of word structure such as root words, inflectional endings, compound words & contractions & simple prefixes & suffixes to decode & comprehend text.							A	A	A	A						D									D							D			
	Students will recognize a large core of high frequency words.							D	D	D	D	D	D					D				D	D	D		D								D		
	Students will integrate context clues, picture clues, knowledge of sentence structure & graphophonics to decode & comprehend text.							D	D	D	D	D	D	D	D	D	D	D				A	A	A		D	D	D						D	D	D
<b>Grade 3</b>	Student will use knowledge of word structure, such as root words, inflectional endings, compound words, contractions & more complex prefixes & suffixes, to decode & comprehend text.							A	A	A	A						D									D							D			
	Students will recognize a large core of high frequency words.							D	D	D	D	D	D					D				D	D	D		D								D		
	Students will integrate context clues, picture clues, knowledge of sentence structure & graphophonics to decode & comprehend text.							D	D	D	D	D	D	D	D	D	D	D				A	A	A		D	D	D						D	D	D
	<i>R.1.6. Expand vocabulary through reading.</i>																																			
<b>Grade 1</b>	Students will use the vocabulary & "book language" learned from reading stories & informational texts in their own speaking, reading, & writing.																																		D	
<b>Grade 2</b>	Students will incorporate words learned from reading narrative text & studying content areas into their own reading, speaking & writing activities.																																	D	D	
<b>Grade 3</b>	Students will incorporate words learned from reading narrative text & studying content areas into their own reading, speaking & writing activities.																																	D	D	
	<b>Strand 2 Reading: Comprehension</b>																																			
	<b>Content Standard 1:</b> <i>Student will comprehend, evaluate, &amp; respond to works of literature &amp; other kinds of writing which reflect their own cultures &amp; developing viewpoints as well as those of others.</i>																																			
	<b>Content Standard 2:</b> <i>Students will demonstrate a willingness to use reading to continue to learn, to communicate &amp; to solve problems independently.</i>																																			
	<i>R.1.7. Understand the goal of reading is to construct meaning.</i>																																			
<b>K</b>	Students will begin to build connections between text that is read & own ideas, experiences & knowledge.														D	D	D	D	D								D	D								

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<b>Grade 1</b>	Students will monitor their own comprehension & when comprehension breaks down, use appropriate fix-up strategies which may include: reread, use illustrations to adjust or confirm meaning, cross check, predict & confirm form mental pictures from text description.													D	D	D	D	D							D	D					D	D	D
<b>Grade 2</b>	Students will monitor their own comprehension & when comprehension breaks down, use appropriate fix-up strategies which may include: read on/read back predict/confirm, form mental pictures, adjust reading rate.													D	D	D	D	D							D	D					D	D	D
<b>Grade 3</b>	Students will monitor their own comprehension & when comprehension breaks down, use appropriate fix-up strategies which may include: self-correct, reread, read on, self-question, adjust reading rate, search for clues, summarize, form mental pictures, read a portion aloud.													D	D	D	D	D							D	D					D	D	D
<b>K</b>	<i>R.1.10. Use relationship between words &amp; sentences, sentences &amp; paragraphs, &amp; paragraphs &amp; whole pieces to understand text.</i>																																
<b>Grade 1</b>	Students will recognize a group of words as a sentence that expresses a complete thought.													D	D	D	D	D								D	D						
<b>Grade 1</b>	Students will use the context of the sentence to decode unknown words.																														D	D	
<b>Grade 2</b>	Students will use the context of the sentence to decode unknown words.																														D	D	
<b>Grade 3</b>	Students will use the context of the sentence to decode unknown words.																														D	D	
<b>K</b>	<i>R.1.11. Use prior knowledge to extend reading ability &amp; comprehension.</i>																																
<b>K</b>	Students will use their own knowledge & experiences to anticipate meaning & make sense of text read to them.																								D			D					
<b>Grade 1</b>	Students will build connections between text that is read or heard & their own experiences & knowledge to make sense of text.																								D			D				D	
<b>Grade 2</b>	Students will build connections between text that is read or heard & their own knowledge & experiences to make sense of text.																								D			D				D	
<b>Grade 3</b>	Students will use their own ideas, experiences & knowledge of topic & text structures to anticipate meaning & make sense of text.																								D			D				D	
	<b>Strand 2 Reading: Fluency</b>																																
	<b>Content Standard 1:</b> <i>Student will comprehend, evaluate, &amp; respond to works of literature &amp; other kinds of writing which reflect their own cultures &amp; developing viewpoints as well as those of others.</i>																																
	<b>Content Standard 2:</b> <i>Students will demonstrate a willingness to use reading to continue to learn, to communicate &amp; to solve problems independently.</i>																																
	Students will self-select materials on independent reading level based on personal interests & knowledge of authors & different types of texts.																																
	<i>R.2.3. Demonstrate fluency &amp; comprehension in both silent &amp; oral reading.</i>																																

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<b>K</b>	Students will participate in shared reading.																																	D				
	Students will read familiar text fluently.																																		D			
<b>Grade 1</b>	Student will read grade-level materials with an average of only two-three word difficulties per 100 words.																																		D			
	Students will read orally from familiar text with fluency (accuracy, expression, appropriate phrasing & attention to punctuation).																																			D		
<b>Grade 2</b>	Students will read orally from familiar text with fluency (accuracy, expression, appropriate phrasing & attention to punctuation).																																				D	
<b>Grade 3</b>	Students will read orally from familiar text with fluency (accuracy, expression, appropriate phrasing & attention to punctuation).																																				D	
<b>Strand 2 Reading: Literary Response</b>																																						
<b>Content Standard 1:</b> <i>Student will comprehend, evaluate, &amp; respond to works of literature &amp; other kinds of writing which reflect their own cultures &amp; developing viewpoints as well as those of others.</i>																																						
<b>Content Standard 2:</b> <i>Students will demonstrate a willingness to use reading to continue to learn, to communicate &amp; to solve problems independently.</i>																																						
<i>R.2.5. Respond to reading in a variety of ways (e.g. writing, retelling art, drama).</i>																																						
<b>K</b>	Students will respond through talk, movement, music, art, drama & writing to a variety of stories & poems in ways that reflect understanding.															D	D	D	D	D							D	D						D	D	D		
	Students will relate the life experiences of characters in stories to their own experiences.																																				D	
<b>Grade 1</b>	Students will respond through talk, movement, music, art, drama & writing to a variety of stories & poems in ways that reflect understanding.															D	D	D	D	D							D	D							D	D	D	
	Students will relate the life experiences, language, customs & cultures of characters in text to their own experiences.																																				D	
<b>Grade 2</b>	Students will relate the life experiences, language, customs & cultures of characters in text to their own experiences.																																				D	
<b>Grade 3</b>	Students will relate the life experiences, language, customs & culture of characters in text to their own experiences.																																				D	
<i>R.1.22. Use technological aides (e.g. data base, spreadsheet, desktop publishing) to support growth in reading.</i>																																						
<b>K</b>	Students will use available technologies to practice reading.															D	D	D	D	D							D	D								D	D	D
<b>Grade 1</b>	Students will use available technologies to practice reading.															D	D	D	D	D							D	D								D	D	D
<i>R.2.6. Use reading to enhance writing.</i>																																						
<b>K</b>	Students will apply concepts of print to their writing.																																				D	D
<b>Grade 1</b>	Students will apply concepts of print to their writing.																																			D	D	

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<b>Grade 2</b>	Students will apply new vocabulary & concepts into their writing.																																	D	
<b>Grade 3</b>	Students will apply new vocabulary & concepts from reading to writing.																																	D	