



		CA	CC	CF	CH	CM	Car	FW	FV	EFW	EFV	TN	TV	Sim	EEP	EEN	EES	Cat	AO	NS	MH	MS	MT	TTT	ML	WC	ON	TT	FDC	FDL	SSS	SM	TC		
	3. Understand, follow, & give oral directions.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	4. Participate in group discussion.											D	D																						
	5. Participate in creative responses to text (e.g., choral reading, discussion, & dramatization).																							D					D						
	6. Respond to questions from teachers & other group members.											D	D																						
	7. Narrate a personal story.																												A						
<b>Grade 3</b>	1. Show evidence of expanding oral language through vocabulary growth.													D	D	D	D											D	D	D					
	2. Consistently use established rules for conversation (e.g., taking turns, raising hand, & asking questions).																																		
	3. Understand, follow, & give oral directions.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	5. Participate in creative responses to text (e.g., choral reading, discussion, dramatization, & oral presentations).																								D				D						
	1.02 Develop listening skills.																																		
<b>K</b>	1. Listen attentively to speaker for specific information.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	2. Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	3. Listen & respond to a variety of media (e.g., books, audio tapes, videos).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	5. Follow simple, two step oral directions.	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A					D	A					
<b>Grade 1</b>	1. Listen attentively to speaker for specific information.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	2. Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	3. Listen & respond to a variety of media (e.g., books, audio tapes, videos).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	5. Understand & follow simple, three step oral directions.	A	A	A	A	A	A	A	A	A	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 2</b>	1. Listen attentively to speaker for specific information.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	2. Use appropriate listening skills (e.g., does not interrupt, faces speaker, asks questions).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	3. Listens & responds to a variety of media (e.g., books, audio tapes, videos).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	4. Recognize the difference between formal & informal languages.																																		
	5. Follow oral directions.	D	D	D	D	D	D	D	D	D	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 3</b>	1. Listen attentively to speaker for specific information.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	2. Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	3. Listen & respond to a variety of media (e.g., books, audio tapes, videos).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	

		CA	CC	CF	CH	CM	Car	FW	FV	EFW	EFV	TN	TV	Sim	EEL	EEN	EES	Cat	AO	NS	MH	MS	MT	TTT	ML	WC	ON	TT	FDC	FDL	SSS	SM	TC			
	5. Follow oral directions.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
	<u>1.03 Demonstrate knowledge of concepts of print.</u>																																			
<b>K</b>	1. Identify labels, logos, & signs in the environment (e.g., job instructions, room labels, poison & danger signs/labels).																					D	D	D												
	2. Understand that print has meaning.							D	D	A	A	D	D	D	D	D	D				A	A	A													
	3. "Pretend read" from left to right, top to bottom, & front to back as well as hold a book upright & turn pages.																														D					
<b>Grade 1</b>	1. Understand that printed materials provide information.							D	D	A	A	D	D	D	D	D	D				A	A	A		D	D	D				D	D	D			
	2. Demonstrate directionality by reading left to right & top to bottom.											D	D	D	D	D									D	D				D	D	D	D			
	3. Track print when being read to aloud.							D	D			D	D	D	D	D	D								D	D	D				D	D	D	D		
	4. Read & explain own writings & drawings.																																	D		
	6. Recognize that groups of words make sentences.																															D	D			
	7. Understand punctuation (e.g., period, question mark).																																	D		
<b>Grade 2</b>	1. Read & explain own writings.																																		D	
	2. Recognize that groups of sentences make a paragraph & paragraphs make a story.																																		D	
	4. Understand punctuation (e.g., period, question mark, exclamation mark).																																		D	
<b>Grade 3</b>	1. Recognize that groups of sentences make a paragraph & paragraphs make a story or article.																																		D	
	3. Recognize & use common text features (e.g., headings, key words, graphics).							D	D	A	A	D	D	D	D	D	D				A	A	A		D	D	D				D	D	D			
	4. Recognize different forms of text (e.g., poems, plays & stories).	A	A	A			A																	A				A						D		
	<u>1.05 Develop &amp; use decoding strategies.</u>																																			
<b>Grade 1</b>	2. Decode phonetically regular, one-syllable words.															D	D	D	D						D	D						D	D	D		
	3. Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, & looking for word parts (e.g., compound words, word families, blends, & digraphs).															D	D	D	D						D	D					D	D	D			
	4. Apply long & short vowel rules when decoding.															D	D	D	D						D	D					D	D	D			
	5. Begin to decode unknown words automatically.															D	D	D	D						D	D					D	D	D			
	1. Use knowledge of letter-sound correspondence & structural analysis to decode words.															D	D	D	D						D	D					D	D	D			

		CA	CC	CF	CH	CM	Car	FW	FV	EFW	EFV	TN	TV	Sim	EEP	EEN	EES	Cat	AO	NS	MH	MS	MT	TTT	ML	WC	ON	TT	FDC	FDL	SSS	SM	TC	
	2. Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, & looking for word parts (e.g., compound words, word families, blends, & digraphs).															D	D	D	D							D	D					D	D	D
	3. Use known words to decode unknown words.															D	D	D	D							D	D					D	D	D
	4. Apply knowledge of basic syllabication rules.															D	D	D	D							D	D					D	D	D
<b>Grade 3</b>	1. Use knowledge of letter-sound correspondence knowledge & structural analysis to decode.															D	D	D	D							D	D					D	D	D
	2. Decode multi-syllabic words not yet known as sight words.															D	D	D	D							D	D					D	D	D
	3. Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, & looking for word parts (e.g., root words, prefixes, & suffixes).															D	D	D	D							D	D					D	D	D
	4. Use previously learned strategies to decode & verify word meaning utilizing the context of the selection.															D	D	D	D							D	D					D	D	D
	<u>1.06 Read to develop fluency, expression, accuracy &amp; confidence.</u>																																	
<b>K</b>	1. Read simple text containing familiar letter-sound correspondences & high frequency words.							D	D																									
	2. Recognize that intonation & volume of voice assist with meaning.																								D									
<b>Grade 1</b>	1. Begin to read orally with accuracy & confidence using appropriate pacing, intonation, & expression.															D	D	D	D							D	D					D	D	D
	2. Reflect punctuation of written text while reading orally.															D	D	D	D							D	D					D	D	D
	4. Demonstrate the automatic recognition of high frequency words.							D	D																			D						
	6. Read independently daily.																																	D
	7. Recite familiar texts to develop fluency, expression, accuracy & confidence.																																	D
<b>Grade 2</b>	1. Read orally to develop fluency, expression, accuracy, & confidence.															D	D	D	D							D	D					D	D	D
	2. Reflect punctuation within written text while reading orally.															D	D	D	D							D	D					D	D	D
	4. Demonstrate the automatic recognition of high frequency words.							D	D																			D						
	5. Read a variety of texts with fluency, expression, accuracy & confidence.																																	D
	6. Read independently daily.																																	D
<b>Grade 3</b>	2. Read aloud grade-appropriate narrative & expository text fluently & accurately, using appropriate timing, intonation, & expression.																																	D

		CA	CC	CF	CH	CM	Car	FW	FV	EFW	EFV	TN	TV	Sim	EEP	EEN	EES	Cat	AO	NS	MH	MS	MT	TTT	ML	WC	ON	TT	FDC	FDL	SSS	SM	TC	
	4. Reflect punctuation within written text while reading orally.														D	D	D	D							D	D					D	D	D	
	5. Demonstrate the automatic recognition of high frequency words.							D	D																		D							
	6. Read daily & independently from a variety of texts.																															D		
	<u>1.07 Develop &amp; extend reading vocabulary.</u>																																	
<b>K</b>	1. Build vocabulary by listening to literature & participating in discussions.	D	D	D	D	D	D	D	D	D	D								D	D	D	D	D	D				D						
	2. Build vocabulary by experiencing a wide range of text types.	D	D	D	D	D	D	D	D	D	D	D	D						D	D	D	D	D	D				D						
	5. Read some words by sight (e.g., the, has, an, can, run & color & number words).							D	D	A	A																							
<b>Grade 1</b>	1. Build vocabulary by listening to literature, participating in discussions, & reading self-selected texts.	D	D	D	D	D	D	D	D	D	D	D	D						D	D	D	D	D	D				D				D	D	
	2. Build vocabulary through frequent read-alouds.															D	D	D	D						D	D					D	D	D	
	5. Match oral words to written words.							D	D	A	A	D	D	D	D	D	D	D			A	A	A		D	D	D				D	D	D	
	6. Determine the meaning of unfamiliar words by using a picture dictionary, picture clues, context clues & structural analysis.							D	D	A	A	D	D	D	D	D	D	D			A	A	A		D	D	D				D	D		
	7. Add endings to base words (e.g., -s, -ed, -es, -ing).				A		A	D	A	A							D								D						D	D		
<b>Grade 2</b>	1. Build vocabulary by listening to literature, participating in discussions, & reading self-selected & assigned texts.	D	D	D	D	D	D	D	D	D	D	D	D						D	D	D	D	D	D				D				D	D	
	5. Match oral words to print words.							D	D	A	A	D	D	D	D	D	D	D			A	A	A		D	D	D				D	D	D	
	6. Determine the meaning of unfamiliar words (e.g., picture dictionary, picture clues, context clues & structural analysis).							D	D	A	A	D	D	D	D	D	D	D			A	A	A		D	D	D				D	D	D	
	7. Add endings to base words to make new words (e.g., -ed, -ing, & -es).					A		A	D	A	A							D							D						D	D		
	9. Build vocabulary through frequent read-alouds.														D	D	D	D							D	D					D	D	D	
<b>Grade 3</b>	1. Build vocabulary by listening to literature & participating in discussion.	D	D	D	D	D	D	D	D	D	D	D	D						D	D	D	D	D	D				D				D	D	
	2. Build vocabulary through frequent read-alouds.														D	D	D	D							D	D					D	D	D	
	3. Determine word meaning using root words, prefixes, & suffixes.					A		A	D	A	A						D								D						D	D		
	4. Recognize & use compound words, contractions, & abbreviations.																		D	D	D	D	D	D				D			D	D	D	
	5. Determine the meaning of unfamiliar words by using context clues, dictionaries, & other classroom resources.							D	D	A	A	D	D	D	D	D	D	D				A	A	A		D	D	D				D	D	D
	6. Use antonyms & synonyms to facilitate understanding of words.																			D														
	9. Build vocabulary by reading a wide range of text types inside & outside the classroom.							D	D	A	A	D	D	D	D	D	D	D							D	D	D					D	D	D

		CA	CC	CF	CH	CM	Car	FW	FV	EFW	EFV	TN	TV	Sim	EEP	EEN	EES	Cat	AO	NS	MH	MS	MT	TTT	ML	WC	ON	TT	FDC	FDL	SSS	SM	TC			
	<u>1.08 Develop &amp; use pre-reading strategies.</u>																																			
<b>K</b>	1. Recognize a purpose for listening.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D					D	D	D					
	2. Relate background knowledge to make meaning from text.							D	D	A	A											A	A	A												
	3. Make predictions about text.	A	A				A	A	A																A				A							
	4. Use illustrations to preview the text.																																			
	5. Participate in the creation of graphic organizers (e.g., KWL, charts).																																			
	6. Connect to life experience the information & events in texts.								D	D	A	A											A	A	A											
<b>Grade 1</b>	1. Develop a purpose for listening/reading.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	3. Make predictions about text.	A	A				A	A	A																A				A						D	
	4. Use illustrations to preview text.							D	D	A	A	D	D	D	D	D	D	D				A	A	A		D	D	D					D	D		
	6. Connect life experience to information & events in texts.							D	D	A	A	D	D	D	D	D	D	D				A	A	A		D	D	D					D	D	D	
<b>Grade 2</b>	1. Identify a purpose for reading.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	3. Make predictions about text.	A	A				A	A	A																A				A						D	
	4. Use illustrations to preview text.							D	D	A	A	D	D	D	D	D	D	D				A	A	A		D	D	D					D	D		
	6. Connect life experience to information & events in texts.							D	D	A	A	D	D	D	D	D	D	D				A	A	A		D	D	D					D	D	D	
	1. Identify a purpose for reading (e.g., for information, for enjoyment, for understanding a writer's position).	D	D	D	D	D	D	D	D	D	D	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 3</b>	3. Make predictions using text features (e.g., illustrations & graphics).	A	A				A	A	A																A				A						D	
	4. Preview text using illustrations, graphics, text format, text structures & skimming.							D	D	A	A	D	D	D	D	D	D	D				A	A	A		D	D	D					D	D		
	5. Connect life experience to information & events in texts.							D	D	A	A	D	D	D	D	D	D	D				A	A	A		D	D	D					D	D	D	
	<u>1.09 Use active comprehension strategies to derive meaning while reading &amp; check for understanding after reading.</u>																																			
<b>K</b>	a. Derive meaning while reading by <ul style="list-style-type: none"> <li>asking questions about a text.</li> <li>participating in discussions about text.</li> <li>predicting what will happen next as a story is shared.</li> <li>creating mental images of the story (e.g., characters, setting).</li> </ul>	A	A	A			A	A	A																											
	b. Check for understanding after reading by <ul style="list-style-type: none"> <li>recalling two to three step sequence of events.</li> <li>retelling story in own words.</li> <li>drawing conclusions based on evidence in the story</li> <li>using pictures to discuss main idea.</li> </ul>	A	A	A			A	A	A																											

		CA	CC	CF	CH	CM	Car	FW	FV	EFW	EFV	TN	TV	Sim	ECP	EEN	EES	Cat	AO	NS	MH	MS	MT	TTT	ML	WC	ON	TT	FDC	FDL	SSS	SM	TC				
<b>Grade 1</b>	a. Derive meaning while reading by <ul style="list-style-type: none"> <li>asking questions about text.</li> <li>recognizing errors in reading as they occur &amp; self-correct.</li> <li>participating in discussions about text &amp; relating to personal experiences.</li> </ul>	A	A	A			A	A	A																												
	<ul style="list-style-type: none"> <li>creating graphic organizers (e.g., charts, lists).</li> <li>predicting &amp; adjusting outcomes during read-alouds.</li> </ul>																																				
	b. Check for understanding after reading by <ul style="list-style-type: none"> <li>recalling three to four step sequence of events.</li> <li>retelling stories in their own words using sequencing words (i.e. first, next, last).</li> <li>drawing conclusions based on what has been read.</li> </ul>																																				
	<ul style="list-style-type: none"> <li>recognizing main idea in pictures, picture books &amp; texts.</li> </ul>							D	D			D	D	D	D	D	D	D								D	D	D				D	D				
<b>Grade 2</b>	2. Check for understanding after reading by <ul style="list-style-type: none"> <li>recalling the sequence of events in a story.</li> <li>drawing conclusions based on evidence gained while reading.</li> <li>restating story events in order to clarify &amp; organize ideas.</li> </ul>																																				
	<ul style="list-style-type: none"> <li>recognizing cause &amp; effect.</li> <li>recognizing the main idea in picture books &amp; texts.</li> </ul>	A	A	A	A	A	A	D	D			D	D	D	D	D	D	D								D	D	D				D	D				
<b>Grade 3</b>	2. Check for understanding after reading <ul style="list-style-type: none"> <li>drawing conclusions based on evidence gained while reading.</li> <li>sequencing story events and/or text information.</li> <li>recognizing cause &amp; effect relationships in text.</li> </ul>																																				
	<ul style="list-style-type: none"> <li>discussing similarities &amp; differences in text events, characters, &amp; character actions.</li> <li>distinguishing between fact &amp; opinion.</li> <li>recognizing the stated/ implied main idea of the text</li> <li>discussing author's purpose for writing.</li> </ul>							D	D			D	D	D	D	D	D	D								D	D	D				D	D				
<b>K</b>	<u>1.10 Introduce informational skills to facilitate learning.</u>																																				
	1. Recognize the family & community as resources for information.																					D	D	D													
	2. Recognize a variety of print sources (e.g., books, newspapers, magazines, & charts).							D	D																												
<b>Grade 1</b>	3. Recognize sources of information (e.g., books, graphs & computers).	D	D	D	D	D	D	D	D	D	D								D	D	D	D	D	D				D	D	D							
	1. Recognize the family & community as sources of information.																					D	D	D													
	3. Recognize sources of information (e.g., books, maps, graphs, charts).	D	D	D	D	D	D	D	D	D	D								D	D	D	D	D	D				D	D	D							
<b>Grade 3</b>	2. Use media sources to access information (e.g., online catalog, non-fiction books, encyclopedias, CD-ROM references, Internet).							D	D			D	D	D	D	D	D	D			D	D	D		D	D	D				D	D	D	D	D	D	

		CA	CC	CF	CH	CM	Car	FW	FV	EFW	EFV	TN	TV	Sim	EEP	EEN	EES	Cat	AO	NS	MH	MS	MT	TTT	ML	WC	ON	TT	FDC	FDL	SSS	SM	TC			
	1.11 Develop skills to facilitate reading to learn in a variety of content areas.																																			
<b>K</b>	2. Use common illustrations to gain meaning from text.	A	A	A	A	A	A	D	D	A	A									A	A	A	A	A												
<b>Grade 1</b>	1. Begin to develop content specific vocabulary.							D	D	A	A											A	A	A				D								
	2. Use text features to locate information (e.g., maps, charts, illustrations & table of contents).							D	D	A	A	D	D	D	D	D	D	D	D	A	A	A	A	A		D	D	D					D	D	D	
<b>Grade 2</b>	1. Develop content specific vocabulary.							D	D	A	A											A	A	A				D					D	D	D	
	2. Use text features to locate information (e.g., charts, maps & illustrations).							D	D	A	A	D	D	D	D	D	D	D	D	A	A	A	A	A		D	D	D					D	D	D	
<b>Grade 3</b>	1. Develop & maintain content specific vocabulary.							D	D	A	A											A	A	A				D					D	D	D	
	2. Use text features to locate information (e.g., charts, tables of contents, maps, illustrations).							D	D	A	A	D	D	D	D	D	D	D	D	A	A	A	A	A		D	D	D					D	D	D	
	3. Apply skills & strategies to comprehend informational text (e.g., pre-reading strategies, comprehension strategies).							D	D			D	D	D	D	D	D	D	D			A	A	A		D	D	D					D	D	D	
	1.12 Read independently for a variety of purposes.																																			
<b>K</b>	(At this level, the student will experience a variety of text/media for different purposes.)																																			
	1. Read to gain information (e.g., pictures, videos, picture books).	D	D	D	D	D	D	D	D	D	D									D	D	D	D	D	D				D	D	D					
	2. Read for enjoyment (e.g., book on tape, posters, pictures, videos, picture books).	D	D	D	D	D	D																		D				D							
	3. Read to expand vocabulary (e.g., books on tape, photographs, posters).	D	D	D	D	D	D	D	D	D	D									D	D	D	D	D	D				D	D	D					
<b>Grade 1</b>	(At this level, the student will explore as an emergent reader.)																																			
	1. Read for literary experience.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	D	D	D	D	A	A	A	A	A	A	D	D	D	A	A	A	A	D	D	D	
	2. Read to gain information.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	D	D	D	D	A	A	A	A	A	A	D	D	D	A	A	A	A	D	D	D	
	3. Read to perform a task.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	D	D	D	D	A	A	A	A	A	A	D	D	D	A	A	A	A	D	D	D	
	4. Read for enjoyment.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	D	D	D	D	A	A	A	A	A	A	D	D	D	A	A	A	A	D	D	D	
	5. Read to expand vocabulary.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	D	D	D	D	A	A	A	A	A	A	D	D	D	A	A	A	A	D	D	D	
	6. Read to build fluency.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	D	D	D	D	A	A	A	A	A	A	D	D	D	A	A	A	A	D	D	D	
<b>Grade 2</b>	1. Read for literary experience.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	D	D	D	D	A	A	A	A	A	A	D	D	D	A	A	A	A	D	D	D	
	2. Read to gain information.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	D	D	D	D	A	A	A	A	A	A	D	D	D	A	A	A	A	D	D	D	
	3. Read to perform a task.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	D	D	D	D	A	A	A	A	A	A	D	D	D	A	A	A	A	D	D	D	
	4. Read for enjoyment.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	D	D	D	D	A	A	A	A	A	A	D	D	D	A	A	A	A	D	D	D	
	5. Read to expand vocabulary.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	D	D	D	D	A	A	A	A	A	A	D	D	D	A	A	A	A	D	D	D	
	6. Read to build fluency.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	D	D	D	D	A	A	A	A	A	A	D	D	D	A	A	A	A	D	D	D	
<b>Grade 3</b>	1. Read for literary experience.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	D	D	D	D	A	A	A	A	A	A	D	D	D	A	A	A	A	D	D	D	
	2. Read to gain information.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	D	D	D	D	A	A	A	A	A	A	D	D	D	A	A	A	A	D	D	D	

		CA	CC	CF	CH	CM	Car	FW	FV	EFW	EFV	TN	TV	Sim	ECP	EEN	EES	Cat	AO	NS	MH	MS	MT	TTT	ML	WC	ON	TT	FDC	FDL	SSS	SM	TC		
	3. Read to perform a task.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	D	D	D	A	A	A	A	A	A	D	D	D	A	A	A	D	D	D		
	4. Read for enjoyment.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	D	D	D	A	A	A	A	A	A	D	D	D	A	A	A	D	D	D		
	5. Read to expand vocabulary.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	D	D	D	A	A	A	A	A	A	D	D	D	A	A	A	D	D	D		
	6. Read to build fluency.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	D	D	D	A	A	A	A	A	A	D	D	D	A	A	A	D	D	D		
	<u>1.13 Begin to experience various literary &amp; media genres.</u>																																		
<b>K</b>	1. Explore picture books.	D	D	D	D	D	D	D	D	D	D								D	D	D	D	D	D				D							
	4. Explore storybooks.	D	D	D	A	A	D	A	A	A	A													A				A							
	8. View various media genres (e.g., posters, pictures, photographs, films, videos).	D	D	D	D	D	D	D	D	D	D								D	D	D	D	D	D				D							
<b>Grade 1</b>	1. Read & view various literary (e.g., picture books, storybooks, fairy tales, poetry, lyrics to songs) & media (e.g., illustrations, the arts, films, videos) genres.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
	2. Explore non-fiction.	D	D	D	A	A	D	A	A	A	A	D	D	D	D	D	D	D						D	D	D	D	D				D	D	D	
	3. Identify characters, events, & settings in print & non-print text.				D		D																	D					D				D		
	7. Retell a story in correct sequence (e.g., using books, videos, films).																																	D	
	8. Determine the problem in a story & discover its solution through classroom discussion.																												D						
<b>Grade 2</b>	1. Read & view various literary (e.g., picture books, storybooks, fairy tales, nonfiction texts, poetry, lyrics to songs) & media (e.g., illustrations, the arts, films, videos) genres.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	2. Understand the main idea in a visual message (e.g., pictures, cartoons, posters).							D	D	A	A	D	D	D	D	D	D	D			A	A	A		D	D	D				D	D	D		
	4. Identify characters, plot, & setting in print & non-print text.				D		D																												
	5. Recognize how the main character & other characters interact with each other.				D		D																	D				D						D	
	9. Determine the problem in a story & discover its solution.																												D						
<b>Grade 3</b>	1. Read & view various literary (e.g., short stories, fairy tales, non-fiction texts, biographies, folktales, & poetry) & media (e.g., photographs, the arts, films, video) genres.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
	2. Understand the main idea or message in visual media (e.g., pictures, cartoons, weather reports on television, newspaper, photographs).							D	D	A	A	D	D	D	D	D	D	D			A	A	A		D	D	D				D	D	D		
	6. Determine the problem in a story, discover its solution, & consider alternate solutions.																							D											
	<u>1.14 Develop &amp; maintain a motivation to read.</u>																																		
<b>K</b>	2. Share storybooks, poems & environmental print.	D	D	D			D																	D					D						
<b>Grade 1</b>	2. Share storybooks, poems, newspapers, & environmental print.	D	D	D			D																	D					D					D	
	3. Explore a wide variety of literature through read alouds, tapes, & independent reading.	D	D	D	D	D	D	D	D					D	D	D	D	D						D	D	D	D	D					D	D	D

		CA	CC	CF	CH	CM	Car	FW	FV	EFW	EFV	TN	TV	Sim	EEP	EEN	EES	Cat	AO	NS	MH	MS	MT	TTT	ML	WC	ON	TT	FDC	FDL	SSS	SM	TC	
	5. Engage in a variety of literacy activities voluntarily (e.g., self-select books & stories).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D				D	D	D	
	6. Choose to read as a leisure activity.	D	D	D	D	D	D																	D				D						
<b>Grade 2</b>	2. Share storybooks, poems, environmental print, & own writing.	D	D	D			D																	D								D		
	3. Explore a wide variety of literature through read alouds, tapes, & independent reading.	D	D	D	D	D	D	D	D					D	D	D	D	D						D	D	D	D				D	D	D	
	5. Engage in a variety of literacy activities voluntarily (e.g., self-select books & stories).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D				D	D	D	
	7. Experience daily opportunities to read.												D	D	D	D	D	D							D	D					D	D	D	
	8. Choose to read as a leisure activity.	D	D	D	D	D	D																	D				D						
<b>Grade 3</b>	2. Engage in a variety of literacy activities voluntarily (self-select books & stories).	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D				D	D	D	
	4. Select literature based on personal needs & interests from a variety of genres & by different authors.	D	D	D	D	D	D																	D										
	7. Experience daily opportunities to read.												D	D	D	D	D	D							D	D					D	D	D	
	8. Choose to read as a leisure activity.	D	D	D	D	D	D																	D				D						
<b>LANGUAGE ARTS: WRITING</b>																																		
<i>Content Standard: 2.0 The student will develop the structural &amp; creative skills of the writing process necessary to produce written language that can be read, presented to, &amp; interpreted by various audiences.</i>																																		
	<u>2.01 Use a variety of pre-writing strategies.</u>																																	
<b>Grade 1</b>	4. Use a variety of sources to gather information.	D	D	D	D	D	D	D	D	D	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>	5. Use a variety of sources to gather information.	D	D	D	D	D	D	D	D	D	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 3</b>	5. Use a variety of sources to gather information.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
	<u>2.02 Write for a variety of purposes.</u>																																	
<b>Grade 1</b>	1. Write to acquire & exhibit knowledge (e.g., word families, numbers, shapes, sensory words & sentences).																																	D
<b>Grade 2</b>	1. Write to acquire & exhibit knowledge (e.g., sentences, answers to questions).																																	D
<b>Grade 3</b>	1. Continue to write to acquire & exhibit knowledge (e.g., paragraphs, reports & answer questions).																																	D
	4. Write in response to a prompt (e.g., to respond to a picture, story, art).																																	D
	<u>2.03 Show evidence of drafting &amp; revision with written work.</u>																																	
<b>K</b>	4. Add descriptive words & details.																			D														
<b>Grade 1</b>	2. Write in complete, coherent sentences.													A																		A	D	

		CA	CC	CF	CH	CM	Car	FW	FV	EFW	EFV	TN	TV	Sim	EEP	EEN	EES	Cat	AO	NS	MH	MS	MT	TTT	ML	WC	ON	TT	FDC	FDL	SSS	SM	TC				
	3. Use descriptive words when writing.																		A														D				
	4. Use temporary spelling to spell independently as necessary.																																	D			
	5. Arrange events in logical/sequential order when writing or dictating.																																	D			
<b>Grade 2</b>	2. Write in complete coherent sentences.													A																	A		D				
	3. Uses temporary spelling to spell independently as necessary.																																	D			
	4. Arrange events in logical & sequential order.																																	D			
<b>Grade 3</b>	2. Write in complete sentences using descriptive language.													A					A												A		D				
	4. Arrange events in a logical, sequential order.																																	D			
	7. Use resources (e.g., dictionaries, thesaurus, computer) to aid in the writing process.												D	D																				D			
	<u>2.04 Include editing before the completion of finished work.</u>																																				
<b>Grade 1</b>	1. Apply elements of language (e.g., end marks, capitalization) & use complete sentences when writing & editing.													A																		A		D			
	2. Use classroom resources (e.g., word walls, picture dictionaries, teacher, peers, appropriate technology, student generated word books) to support the writing process.																																		D		
	3. Use knowledge of letter sounds, word parts, & word segmentation to monitor & correct spelling.																																D		D		
<b>Grade 2</b>	1. Apply elements of language (e.g., end marks, capitalization, & commas in a series).																																		D		
	2. Edit for complete sentences.													A																		A		D			
	3. Use knowledge of letter sounds, word parts, word segmentation, & syllabication to monitor & correct spelling.																																D		D		
	4. Use classroom resources (e.g., word walls, picture dictionaries, teacher, peers, appropriate technology, student generated word books) to aid in proofreading.																																			D	
<b>Grade 3</b>	1. Apply elements of language (e.g., end marks, commas in a series, capitalization); usage (e.g., subject & verb agreement in a simple sentence); & sentence structure (e.g., elimination of fragments) when writing & editing.													A																			D		D		
	2. Use classroom resources (e.g., word walls, dictionaries, teacher, peers, appropriate technology, student generated word books) to aid in proofreading.																																			D	
	3. Use knowledge of letter sounds, word parts, word segmentation, & syllabication to monitor & correct spelling.																																D		D		
	<u>2.06 Experience numerous publishing opportunities.</u>																																				

		CA	CC	CF	CH	CM	Car	FW	FV	EFW	EFV	TN	TV	Sim	EEP	EEN	EES	Cat	AO	NS	MH	MS	MT	TTT	ML	WC	ON	TT	FDC	FDL	SSS	SM	TC	
<b>Grade 1</b>	1. Prepare a variety of written work (e.g., published books, classroom books, experience stories).																																	D
	2. Use technology to publish writing.																																	D
<b>Grade 2</b>	1. Prepare a variety of written work (e.g., published books, stories & book reports).																																	D
	3. Use technology to publish writing.																																	D
<b>Grade 3</b>	1. Produce a variety of written works (e.g., literature response, reports, "published" books, book reports) in various formats.																																	D
	2. Use technology to publish writing.																																	D
	<u>2.07 Write narrative accounts.</u>																																	
<b>Grade 1</b>	1. Write simple stories.																																	D
<b>Grade 3</b>	1. Write in response to a narrative prompt.																																	D
	<u>2.09 Write expressively using original ideas, reflections, &amp; observations.</u>																																	
<b>K</b>	3. Dictate stories (e.g., to tape recorder, to adult, to older student).																							D				D						
<b>Grade 1</b>	1. Write, when given time, place, & materials.																																	D
	3. Dictate stories (e.g., to tape recorder, to adult, to older student).																							D				D						
<b>Grade 2</b>	2. Write, when given time, place, & materials.																																	D
	5. Dictate or write stories (e.g., tape recorder, adult, older student).																							D				D						
<b>Grade 3</b>	1. Create stories & poems.																							A				A					D	
	<u>2.10 Write in response to literature.</u>																																	
<b>K</b>	1. Dictate a new ending to a story.																							A				A						
	4. Retell stories using illustrations.																							A				A						
<b>Grade 1</b>	2. Summarize a story using simple sentences & illustrations.																							A				A						D
	<u>2.11 Write in a variety of modes &amp; genres.</u>																																	
<b>Grade 1</b>	2. Write stories.																																	D
<b>Grade 2</b>	2. Write stories with a logical sequence.																																	D
	4. Write descriptive sentences.																			A														D
<b>Grade 3</b>	1. Write stories.																																	D
	<b>LANGUAGE ARTS: ELEMENTS OF LANGUAGE ACCOMPLISHMENTS</b>																																	



		CA	CC	CF	CH	CM	Car	FW	FV	EFW	EFV	TN	TV	Sim	EEP	EEN	EES	Cat	AO	NS	MH	MS	MT	TTT	ML	WC	ON	TT	FDC	FDL	SSS	SM	TC			
	4. Spell regular & irregular plurals correctly (e.g., boy/boys, child/children).					A											A								A								D			
<b>Grade 3</b>	1. Spell high-frequency words correctly.																																D	D		
	2. Spell correctly commonly misspelled words as appropriate to grade level.																															D	D			
	3. Spell correctly words that have blends, contractions, & orthographic patterns (e.g., consonant doubling, changing "y" to "i," dropping the final silent "e" before adding the suffix).																																	D		
	4. Form & spell contractions, plurals & possessives correctly.					A											A								A									D		
	<u>3.04 Demonstrate knowledge of correct sentence structure.</u>																																			
<b>K</b>	1. Use complete & coherent simple sentences when speaking.												D	D	A																					
	2. Use logical words & appropriate word order to complete sentences or to respond to questions.														A																					
<b>Grade 1</b>	1. Use complete & coherent sentences when speaking.												D	D	A																					
	2. Identify complete sentences.														D																					
	3. Write a simple sentence.																																A	D		
	4. Identify & correct incomplete sentences.																																A	D		
<b>Grade 2</b>	1. Use appropriate language structure in oral & written communication (e.g., subject-verb agreement, correct pronoun choice, & logical/appropriate correct word order).														A											A								D		
	2. Distinguish between complete & incomplete sentences.														A																			A		
	3. Identify & use statements, questions, & exclamatory sentences in writing & speaking.														A											A								D		
<b>Grade 3</b>	1. Use appropriate language structure in oral & written communication (e.g., subject-verb agreement, correct word order, & correct placement of words & phrases).														A																			D		
	2. Identify & use statements, questions, commands & exclamatory sentences in writing & speaking.														A																			D		
	3. Recognize statements, questions & exclamations by noting end punctuation when writing & intonation when speaking.														A																			D		
	5. Recognize complete sentences, edit incomplete sentences & run-on sentences.														A																			A		