

A1 (Continued) The Student:	K	1	2	3	4	5	6	7	8	9	10	11	12
<ul style="list-style-type: none"> Identifies multi-syllabic words, by using knowledge of sound, syllable types, or word patterns (including <u>prefixes, suffixes, or variant spellings for consonants or vowels</u>, e.g., <u>bought</u>. Examples: Students might be asked to match words to words with similar sounds, such as which word rhymes with the word in the box or which word has the same vowel sound as the word in the box? Examples (multi-syllabic words): <u>pretending, discussion</u>(R-3-1.1) 		I	R	A	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> Identifies multi-syllabic words by using knowledge of sound, <u>six syllabic types*/syllable division</u>, or word patterns (including prefixes, and suffixes) (Local) (R-4-1.1) *See Appendix B 			I	R	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> Reads regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (including common endings (s, ed, ly, ing.) (R-1-1.2) 	R	A	A	A	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> Reads grade-level appropriate words (in connected text) (R-1-1.3) 	R	A	A	A	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> Reads grade-level appropriate words (in connected text) with automaticity (Local) (R-2-1.3) 	I	R	A	A	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> Reads high frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences) (R-K-1.4) 	A	A	A	A	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> Reads grade appropriate, high-frequency words (that include irregularly spelled words- said; contractions- I'm (R-1-1.4) 	R	A	A	A	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> Recognizes and names all upper and lower case letters (R-K-1.5) 	A	A	A	A	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> Identifies the primary sounds represented by most letters (sound-symbol correspondence) (R-K-1.6) 	A	A	A	A	A	A	A	A	A	A	A	A	A
◆Identifies the meaning of unfamiliar vocabulary													
<ul style="list-style-type: none"> Uses strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions) (R-1-2.1) 	A	A	A	A	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> Uses strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions during read-alouds or text reading) (R-1-2.1) 	R	A	A	A	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> Uses strategies to unlock meaning (e.g., knowledge of word structure, including common base words and suffixes, such as "thick-est," "hope-ful," or context clues, including illustrations and diagrams; or prior knowledge) (State) (R-2-2.1) 	I	R	A	A	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> Uses strategies to unlock meaning (e.g., knowledge of word structure, including <u>prefixes/suffixes</u> and base words, such as "un-covered," or context clues; or other resources such as dictionaries, glossaries: or prior knowledge) (State) (R-3-2.1) 		I	R	A	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> Uses strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State) (R-4-2.1) 			I	R	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> Uses strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge) (State) (R-6-2.1) 				I	R	R	A	A	A	A	A	A	A
<ul style="list-style-type: none"> Uses strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, <u>common roots, or word origins</u>; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge) (State) Example: (of common root): <u>inspection (in-spec-tion)</u> (R-7-2.1) 					I	R	R	A	A	A	A	A	A
<ul style="list-style-type: none"> Uses strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, common roots, or word origins; or context clues; or general and specialized print or electronic resources, including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words; or prior knowledge) (Local) (R-10-2.1) 									I	R	A	A	A

A.1 (Continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
◆ The Student uses context clues													
<ul style="list-style-type: none"> Selects appropriate words to use in context, including words specific to the content of the text (State) Example: In a short passage about Native American homes, students might encounter the words longhouse and igloo, and then be asked to show that they know the difference between them. (R-2-3.2) 	I	R	A	A	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> Selects appropriate words to use in context, including content specific vocabulary (e.g., predator/prey), or words with multiple meanings) (State) Example (multiple meanings): Students identify the intended meaning of words found in text- The word “fall” can mean a time of the year or losing your step. What words from the passage help you to know what “fall” means in this story? Example (multiple meanings): The word “fall” has many different meanings. Which sentence below uses the word “fall” to mean a time of the year? OR Which sentence below uses “fall” with the same meaning as it is used in the poem? (R-3-3.2) 		I	R	A	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> Selects appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary (State) Example (precise vocabulary): In this passage, the bear could best be described as acting: (A) excited (B) playful (C) harmful (D) curious (R-4-3.2) 			I	R	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> Selects appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary (State) Example (multiple meanings): Students explain the intended meanings of words found in text-Based on the way “spring” is used in this passage, would having a “spring” be necessary for survival? Explain how you know. (R-5-3.2) 				I	R	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> Selects appropriate words or explains the use of words in context, including connotation or denotation, shades of meanings of words/ nuances , or idioms; or use of precise or technical vocabulary, including content specific vocabulary, or words with multiple meanings (State) (R-10-3.2) 									I	R	A	A	A

A.3 Students apply a wide range of strategies to comprehend texts.

I (Introduce), R (Reinforce/Expand), A (Apply)

The Student:	K	1	2	3	4	5	6	7	8	9	10	11	12
♦ Monitors comprehension and strategy use for different types of text													
1. Notices when simple sentences fail to make sense (while listening to a read aloud or reading a simple text) (R-K-12.1)	A	A	A	A	A	A	A	A	A	A	A	A	A
2. Monitors own reading for meaning and self-corrects when attempt to identify or predict words does not fit with cues provided by the print or the context (e.g., syntax/language structure, semantics/meaning, picture) (R-1-12.1)	R	A	A	A	A	A	A	A	A	A	A	A	A
3. Uses a range of self-monitoring and self-correction approaches (e.g., predicts upcoming text, monitors, adjusts and confirms through use of print, syntax/language structure, semantics/meaning, or other context cues (e.g., pictures), etc) (R-2-12.1)	I	R	A	A	A	A	A	A	A	A	A	A	A
4. Uses a range of self-monitoring and self-correction approaches (e.g., rereads, adjusts rate, sub-vocalizes, consults, resources, questions, uses flexible note taking/mapping systems, skims, scans, etc.) (Local) (R-10-12.1)									I	R	A	A	A
5. Uses pictures, syntax or repetitive language patterns to help predict upcoming words (R-K-12.2)	A	A	A	A	A	A	A	A	A	A	A	A	A
♦ Uses comprehension strategies (flexibly and as needed) while listening to literary or informational text. *See Appendix D (R-13)													
♦ Demonstrates initial understanding of elements of literary texts.													
• Generates questions before, during, and after reading (R-1-4.3)	R	A	A	A	A	A	A	A	A	A	A	A	A
• Generates questions before, during, and after reading to enhance recall, expand understanding and/or gain new information (Local) (R-2-4.3)	I	R	A	A	A	A	A	A	A	A	A	A	A
• Distinguishes between literary and informational texts (R-1-4.4)	R	A	A	A	A	A	A	A	A	A	A	A	A
• Distinguishes among a variety of types of text (e.g., literary texts, poetry, plays, realistic fiction, fairy tales, fables, tall tales or fantasy) (Local) (R-2-4.4)	I	R	A	A	A	A	A	A	A	A	A	A	A
• Identifies the characteristics of a variety of types of text (e.g., literary texts, poetry, plays, fairytales, fantasy, fables, tall tales, or realistic fiction) (Local) (R-3-4.4)		I	R	A	A	A	A	A	A	A	A	A	A
• Identifies the characteristics of a variety of types of text (e.g., literary texts, poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction) (Local) (R-4-4.4)			I	R	A	A	A	A	A	A	A	A	A
• Identifies the characteristics of a variety of types of text (e.g., poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries) (R-5-4.4)				I	R	A	A	A	A	A	A	A	A
• Identifies the characteristics of a variety of types/genres of literary text (e.g., poetry, plays, fairytales, fantasy, fables, realistic fiction, myths, legends, short stories) (Local) (R-7-4.4)						I	R	A	A	A	A	A	A

A.3 (Continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Obtains information, from text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, or illustrations) (State) (R-2-7.1)	I	R	A	A	A	A	A	A	A	A	A	A	A
3. Obtains information, from text features (e.g., table of contents, glossary, basic transition words, bold or italicized text, headings, graphic organizers) (R-3-7.1)) (State)		I	R	A	A	A	A	A	A	A	A	A	A
4. Obtains information, from text features (e.g., table of contents, glossary, index, transition words/ phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State) (R-7-7.1)						I	R	A	A	A	A	A	A
5. Obtains information from text features (e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State) (R-10-7.1)									I	R	A	A	A
◆ Uses information from the text													
1. Uses explicitly stated information to answer questions Example: So, what did we learn about what owl eats? (R-K-7.2)	A	A	A	A	A	A	A	A	A	A	A	A	A
2. Uses information from the text to answer questions related to explicitly stated main/central ideas or details (State) (R-3-7.2)		I	R	A	A	A	A	A	A	A	A	A	A
3. Uses information from the text to answer questions related to explicitly stated main/central ideas or key details (State) (R-4-7.2)			I	R	A	A	A	A	A	A	A	A	A
4. Uses information from the text to answer questions, to state the main/central ideas, or to provide supporting details (State) (R-7-7.2)						I	R	A	A	A	A	A	A
5. Uses information from the text to answer questions, to state the main/central ideas, to provide supporting details, to explain visual components supporting the text, or to interpret maps, charts, timelines, tables, or diagrams (State) (R-10-7.2)									I	R	A	A	A
6. Uses information from the text to answer questions, perform specific tasks or solve problems; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or to interpret maps, charts, timelines, tables, or diagrams (Local) (R-12-7.2)											I	R	A
◆ Organizes information to show understanding													
1. Locates and records information to show understanding, when given an organizational format (e.g., T-chart or Venn diagram) (Local) (R-2-7.3)	I	R	A	A	A	A	A	A	A	A	A	A	A
2. Organizes information to show understanding (e.g., represents main/central ideas or details within text through charting or mapping) (State) (R-3-7.3)		I	R	A	A	A	A	A	A	A	A	A	A
3. Organizes information to show understanding (e.g., represents main/central ideas or details within text through charting, mapping, paraphrasing, or summarizing) (State) (R-4-7.3)			I	R	A	A	A	A	A	A	A	A	A
4. Organizes information to show understanding (e.g., represents main/central ideas or details within text through charting, mapping, paraphrasing, summarizing or comparing/contrasting) (State) (R-5-7.3)				I	R	A	A	A	A	A	A	A	A
5. Organizes information to show understanding or relationships among facts, ideas, and events (e.g., represents main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting or outlining) (Local) (R-8-7.3)							I	R	A	A	A	A	A
6. Organizes information to show understanding or relationships among facts, ideas, and events (e.g., represents main/central ideas or details within text through charting (including flowcharts), mapping, paraphrasing, summarizing, comparing/contrasting, outlining, connects information with related ideas, etc.) (Local) (R-12-7.3)											I	R	A

A.4 (continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
7. Identifies potential sources of information from those provided (Local) (R-5-15.1)				I	R	A	A	A	A	A	A	A	A
8. Identifies potential sources of information (Local) (R-6-15.1)					I	R	A	A	A	A	A	A	A
9. Identifies and evaluates potential sources of information (Local) (R-8-15.1)							I	R	A	A	A	A	A
10. Evaluates information presented in terms of relevance (Local) (R-3-15.2)		I	R	A	A	A	A	A	A	A	A	A	A
11. Evaluates information presented, in terms of completeness and relevance (Local) (R-8-15.2)							I	R	A	A	A	A	A
12. Evaluates and selects the information presented, in terms of completeness, relevance, and validity (Local) (R-10-15.2)									I	R	A	A	A
13. Gathers information and uses a given structure (e.g., chart, diagram, outline, etc.) to organize it (Local) (R-3-15.3)		I	R	A	A	A	A	A	A	A	A	A	A
14. Gathers, organizes and interprets the information (Local) (R-5-15.3)				I	R	A	A	A	A	A	A	A	A
15. Gathers, organizes, analyzes and interprets the information (Local) (R-7-15.3)						I	R	A	A	A	A	A	A
16. Uses evidence to support conclusions (Local) (R-3-15.4)		I	R	A	A	A	A	A	A	A	A	A	A
17. Draws conclusions/judgments and supports them with evidence (Local) (R-10-15.4)									I	R	A	A	A

B.1 (continued) The Student:	K	1	2	3	4	5	6	7	8	9	10	11	12
f) Organizing ideas, using transition words/phrases and drawing by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (W-8-3.4)							I	R	A	A	A	A	A
g) Uses the paragraph form: indenting, main idea, supporting details (W-4-1.2)			I	R	A	A	A	A	A	A	A	A	A
h) Uses paragraph structures appropriately (e.g., block or indented format) (W-10-1.2)									I	R	A	A	A
i) Lists steps of a procedure in a logical order, with instructional support (W-1-6.3)	R	A	A	A	A	A	A	A	A	A	A	A	A
j) Lists steps of a procedure in a logical order (W-2-6.3)	I	R	A	A	A	A	A	A	A	A	A	A	A
k) Uses basic transition words, when appropriate (W-3-6.3)		I	R	A	A	A	A	A	A	A	A	A	A
l) Uses transition words or phrases (W-4-6.3)			I	R	A	A	A	A	A	A	A	A	A
m) Uses transition words or phrases appropriate to organizing text structure (W-5-6.3)				I	R	A	A	A	A	A	A	A	A
n) Uses transitional words or phrases appropriate to text structure to enhance ideas (W-12-6.3)											I	R	A
o) Writes a conclusion that provides pleasure (W-5-6.4)			I	R	R	A	A	A	A	A	A	A	A
p) Provides a concluding statement (W-3-6.4)		I	R	A	A	A	A	A	A	A	A	A	A
q) Writes a conclusion (W-4-6.4)			I	R	A	A	A	A	A	A	A	A	A
r) Drawing a conclusion by synthesizing information (W-8-6.4)							I	R	A	A	A	A	A
s) Names or labels objects or pictures. (W-K-6.1)	A	A	A	A	A	A	A	A	A	A	A	A	A
t) Sorting and classifying facts (W-1-6.1)	R	A	A	A	A	A	A	A	A	A	A	A	A
u) Uses a given organizational structure for grouping facts and ideas (e.g., template, frame, graphic organizer) with instructional support (W-2-6.1)	I	R	A	A	A	A	A	A	A	A	A	A	A
v) Uses a given organizational structure for grouping facts and ideas (e.g., template, frame, graphic organizer) (W-3-6.1)		I	R	A	A	A	A	A	A	A	A	A	A
w) Grouping ideas logically (predictable categories, steps of a procedure, reasons/arguments) (W4-6.1)			I	R	A	A	A	A	A	A	A	A	A
x) Uses an organizational text structure appropriate to focus/controlling idea(e.g., description, sequential, chronology, proposition/support, compare/contrast) (W-5-6.1)				I	R	A	A	A	A	A	A	A	A
y) Uses an organizational text structure appropriate to focus/controlling ideas (e.g., description, sequential, chronology, proposition/support, compare/contrast) (W-7-6.1)						I	R	A	A	A	A	A	A
z) Uses an organizational text structure appropriate to focus/controlling ideas (e.g., description, sequential, chronology, proposition/support, compare/contrast, cause/effect, investigation) (W-8-6.1)							I	R	A	A	A	A	A
aa) Uses a text structure appropriate to focus /controlling idea or thesis (e.g., purpose, audience, context) EXAMPLES (of text structures) : sequence (in procedures), chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive reasoning (W-10-6.1)									I	R	A	A	A
3. Voice													
a) Uses voice appropriate to purpose (W-6-5.4)					I	R	A	A	A	A	A	A	A
b) Writes with a sense of audience, when appropriate (W-7-4.3)						I	R	A	A	A	A	A	A

B.3 Students use written language to communicate effectively for a variety of purposes and audiences.

I (Introduce), R (Reinforce/Expand), A (Apply)

The Student:	K	1	2	3	4	5	6	7	8	9	10	11	12
♦ Applies understanding of text structures													
1. Applies directionality as appropriate to text (e.g. Left to right, top to bottom) (W-1-1.6)	R	A	A	A	A	A	A	A	A	A	A	A	A
2. Applies directionality as appropriate to text (e.g. left to right, top to bottom, front and back) (W-2-1.6)	I	R	A	A	A	A	A	A	A	A	A	A	A
♦ Writes Extensively													
A. Writes with frequency, including in-school, out-of-school, and during the summer (W-3-11.1)		I	R	A	A	A	A	A	A	A	A	A	A
B. Shares thoughts, observations, or impressions (Local) (W-3-11.2)		I	R	A	A	A	A	A	A	A	A	A	A
C. Generates topics for writing EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers' writers' notebook (W-3-11.3)		I	R	A	A	A	A	A	A	A	A	A	A
D. Generates topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers' writers' notebook, and letters and personal notes(W-4-11.3)			I	R	A	A	A	A	A	A	A	A	A
E. Generates topics for writing EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers' writers' notebook, letters and personal notes, reading response journals (W-5-11.3)				I	R	A	A	A	A	A	A	A	A
F. Generates topics for writing EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers' writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics (W-6-11.3)					I	R	A	A	A	A	A	A	A
G. Generates topics for writing EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers' writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics, reflective writing, short plays (W-8-11.3)							I	R	A	A	A	A	A
♦ Writes in a variety of genres													
1. Writes in response to literacy or informational text (W-App. A)	I	R	A	A	A	A	A	A	A	A	A	A	A
♦ Expressive writing													
1. Narratives (W-App. A)	I	R	A	A	A	A	A	A	A	A	A	A	A
2. Poetry (W-App. A)			I	R	A	A	A	A	A	A	A	A	A
3. Reflective Writing (W-App. A)							I	R	A	A	A	A	A
♦ Informational writing													
a) Reports (W-App. A)	I	R	A	A	A	A	A	A	A	A	A	A	A
b) Procedures (W-App. A)		I	R	A	A	A	A	A	A	A	A	A	A
c) Persuasive (W-App. A)							I	R	A	A	A	A	A

B3 (Continued) The Student:	K	1	2	3	4	5	6	7	8	9	10	11	12
• Selects appropriate information to set context, which may include a lead/hook (W-6-6.2)					I	R	A	A	A	A	A	A	A
• Selects appropriate and relevant information excluding extraneous details to set context (State) (W-10-6.2)									I	R	A	A	A
• Lists steps of a procedure in a logical order with instructional support (W-1-6.3)	I	R	A	A	A	A	A	A	A	A	A	A	A
• Lists steps of a procedure in a logical order (W-2-6.3)	I	R	A	A	A	A	A	A	A	A	A	A	A
• Uses basic transition words, when appropriate (W-3-6.3a)		I	R	A	A	A	A	A	A	A	A	A	A
• Uses numbering or words to arrange the steps in a logical manner (W-3-6.3b)		I	R	A	A	A	A	A	A	A	A	A	A
• Uses transition words or phrases EXAMPLES: first, then, next, finally (W-4-6.3)			I	R	A	A	A	A	A	A	A	A	A
• Uses transition words or phrases appropriate to organizing text structure EXAMPLES: for procedures-using numbering, ordering; for compare/contrast-using “on the other hand” (W-5-6.3)				I	R	A	A	A	A	A	A	A	A
• Uses transition words or phrases appropriate to text structure to enhance ideas (W-12-6.3)											I	R	A
• Provides a concluding statement (W-2-6.5)		I	R	A	A	A	A	A	A	A	A	A	A
• Writes a conclusion (W-4-6.4)			I	R	A	A	A	A	A	A	A	A	A
• Writes a conclusion that provides closure (W-5-6.4)				I	R	A	A	A	A	A	A	A	A
• Draws a conclusion by synthesizing information EXAMPLES: in reports and persuasive-something discovered/new insights (aha!) or stating the significance (so what?); in procedures-conclusion advances readers' knowledge (W-8-6.4)							I	R	A	A	A	A	A
• Synthesizes information from multiple research studies, including primary sources (W-10-6.4b)									I	R	A	A	A
• Synthesizes information from multiple sources to draw conclusions beyond those found in any single source (W-12-6.4b)											I	R	A
• Provides a list of materials to be used in a task, if appropriate (W-2-6.6)	I	R	A	A	A	A	A	A	A	A	A	A	A
• Lists sources (W-6-6.5)					I	R	A	A	A	A	A	A	A
• Lists and cites sources (W-7-6.5)					I	R	A	A	A	A	A	A	A
• Lists and cites sources using standard format (W-10-6.5)									I	R	A	A	A
○ Uses pictures to create meaning (W-1-7.1)	R	A	A	A	A	A	A	A	A	A	A	A	A
○ Establishes a topic (W-2-7.1)	I	R	A	A	A	A	A	A	A	A	A	A	A
○ Restates a given focus/controlling idea on a topic(purpose) (W-2-7.2)	I	R	A	A	A	A	A	A	A	A	A	A	A
○ States a focus/controlling idea on a topic (W-3-7.2)		I	R	A	A	A	A	A	A	A	A	A	A
○ States and maintains a focus/controlling idea on a topic (W-4-7.2)			I	R	A	A	A	A	A	A	A	A	A
○ States and maintains a focus/controlling idea/thesis (W-8-7.2)							I	R	A	A	A	A	A
○ Writes with a sense of audience, when appropriate (W-7-7.3)						I	R	A	A	A	A	A	A
• Selects and using formal, informal, literary or technical language appropriate to audience and context. (W-12-7.3)											I	R	A
○ Establishes an authoritative voice (W-8-7.4)							I	R	A	A	A	A	A
• Uses precise and descriptive language that clarifies and supports intent (W-10-7.5)									I	R	A	A	A
• Uses precise and descriptive language that clarifies and supports intent and enhances meaning. (W-12-7.5)											I	R	A

B3 (Continued) The Student:	K	1	2	3	4	5	6	7	8	9	10	11	12
k. Makes inferences about content, events, characters, setting, or common themes and the relationship(s) among them (e.g., identifying theme and then making links between content/events and theme) (W-6-3.2)					I	R	A	A	A	A	A	A	A
l. Makes inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (W-7-3.2)						I	R	A	A	A	A	A	A
m. Makes links between characterization and author's choice of words making links to characteristics of literacy forms or genres (W-7-3.2)						I	R	A	A	A	A	A	A
n. Uses details or references to text to support a given focus (W-2-3.3)	I	R	A	A	A	A	A	A	A	A	A	A	A
o. Uses specific details and references to text to support focus (W-4-3.3)			I	R	A	A	A	A	A	A	A	A	A
p. Uses specific details and references to text or citation to support focus (W-5-3.3)				I	R	A	A	A	A	A	A	A	A
q. Uses relevant citations to support focus, judgment, conclusions or interpretations (W-6-3.3)													
r. Uses specific details and references to text or relevant citation to support thesis, interpretations or conclusions (W-10-3.3)									I	R	A	A	A
s. Makes links to author's choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres (W-8-3.2)							I	R	A	A	A	A	A
t. Controls the pace of the story (e.g., developing the narrative with greatest emphasis on the most important parts) (W-8-5.7)							I	R	A	A	A	A	A
4. Produces Reflective Writing (W- App A)							I	R	A	A	A	A	A
5. Produces Persuasive Writing (W-6-3.3)					I	R	A	A	A	A	A	A	A

C1 (Continued) The Student:	K	1	2	3	4	5	6	7	8	9	10	11	12
○ Provides effective and appropriate feedback to audience (OC-4-2.4)			I	R	A	A	A	A	A	A	A	A	A
○ Provides effective and appropriate feedback to audience and small groups (OC-5-2.4)				I	R	A	A	A	A	A	A	A	A
○ Effectively responds to audience questions and feedback (OC-6-2.4)					I	R	A	A	A	A	A	A	A
○ Recognizes role of audience (OC-K-2.5)	A	A	A	A	A	A	A	A	A	A	A	A	A
○ Uses strategies to engage audience (e.g., using eye-contact and adjustment of rate and volume) (OC-2-2.5)	I	R	A	A	A	A	A	A	A	A	A	A	A
○ Uses a variety of strategies to engage audience (i.e., eye-contact, voice tone, and gestures) (OC-4-2.5)			I	R	A	A	A	A	A	A	A	A	A
○ Uses a variety of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively (OC-6-2.5)					I	R	A	A	A	A	A	A	A
○ Uses a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively (OC-10-2.5)									I	R	A	A	A

C.2 Students engage in appropriate conversation with another student or adult.

I (Introduce), R (Reinforce/Expand), A (Apply)

The Student:	K	1	2	3	4	5	6	7	8	9	10	11	12
♦ Speaks clearly and distinctly, orally shares information and experiences (OC-K-2.1)	A	A	A	A	A	A	A	A	A	A	A	A	A
♦ Orally orders ideas in a sequence or tells a familiar story (OC-1-2.1)	R	A	A	A	A	A	A	A	A	A	A	A	A
♦ Orally orders ideas in a sequence, carries on a conversation, asks and answers questions (OC-2-2.1)	I	R	A	A	A	A	A	A	A	A	A	A	A
♦ Uses standards for good speaking in different kinds of small groups and cultural settings (OC-3-2.1)		I	R	A	A	A	A	A	A	A	A	A	A
♦ Uses rules that regulate social conventions in small groups (e.g., interviews, small group discussions) (OC-4-2.1)			I	R	A	A	A	A	A	A	A	A	A
♦ Demonstrates skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews) (OC-5-2.1)				I	R	A	A	A	A	A	A	A	A
♦ Demonstrates skills and logical organization and language use in interpersonal, small group and public exchanges (e.g., discussions, interviews) (OC-6-2.1)	I	I	R	R	R	R	A	A	A	A	A	A	A
♦ Exhibits logical organization and language use, appropriate to audience, context and purpose (OC-7-2.1)						I	R	A	A	A	A	A	A
♦ Demonstrates an awareness of options of language (e.g., imitates speech patterns and identifies source of sounds, interprets nonverbal message through pictures) (OC-K-2.2)	A	A	A	A	A	A	A	A	A	A	A	A	A
♦ Uses various forms of linguistic elements and structures (e.g., says "Please" in a command, asks about the weather as a form of polite address, stating a question in affirmative form) (OC-1-2.2)		R	A	A	A	A	A	A	A	A	A	A	A
♦ Uses various linguistic elements and structures to convey meaning (OC-2-2.2)	I	R	A	A	A	A	A	A	A	A	A	A	A
♦ Identifies how a different verbal and nonverbal choice alter meaning (OC-4-2.2)			I	R	A	A	A	A	A	A	A	A	A
♦ Uses verbal and nonverbal choices to convey consistent focus (OC-5-2.2)				I	R	A	A	A	A	A	A	A	A
♦ Maintains a constant focus (OC-7-2.2)						I	R	A	A	A	A	A	A

C.3 Students actively participate in groups for different purposes.

I (Introduce), R (Reinforce/Expand), A (Apply)

The Student:	K	1	2	3	4	5	6	7	8	9	10	11	12
♦ Participates in large group discussions (OC-K-1.4)	A	A	A	A	A	A	A	A	A	A	A	A	A
♦ Participates in large group discussions to show understanding (OC-1-1.4)	R	A	A	A	A	A	A	A	A	A	A	A	A
♦ Participates in large group discussions to show understanding of how other group members think (OC-3-1.4)		I	R	A	A	A	A	A	A	A	A	A	A
♦ Participates in large and small group discussions showing respect for a range of individual ideas (OC-5-1.4)				I	R	A	A	A	A	A	A	A	A
♦ Understands that communicating is verbal and nonverbal (OC-K-1.5a)	A	A	A	A	A	A	A	A	A	A	A	A	A
♦ Understands that meaning can be conveyed by facial expressions (OK-2-1.5a)	I	R	A	A	A	A	A	A	A	A	A	A	A
♦ Understanding how alternative nonverbal actions reinforce a verbal message (e.g., use of gestures) (OC-3-1.5a)		I	R	A	A	A	A	A	A	A	A	A	A
♦ Identifies choices, alternatives and consequences for problem solving (OC-4-1.5a)			I	R	A	A	A	A	A	A	A	A	A
♦ Reaches a consensus to solve a problem, make a decision, or achieve a goal (OC-5-1.5)				I	R	A	A	A	A	A	A	A	A
♦ Waits for appropriate turn to speak (OC-K-1.5b)	A	A	A	A	A	A	A	A	A	A	A	A	A
♦ Attends to speaker and waits for appropriate turn to speak (OC-1-1.5b)	R	A	A	A	A	A	A	A	A	A	A	A	A
♦ Stays on task to achieve group goal			I	R	R	R	R	A	A	A	A	A	A

C4 (Continued) The Student:	K	1	2	3	4	5	6	7	8	9	10	11	12
♦ Effectively responds to audience questions and feedback (OC-6-2.4)					I	R	A	A	A	A	A	A	A
♦ Recognizes role of audience (OC-K-2.5)	A	A	A	A	A	A	A	A	A	A	A	A	A
♦ Uses strategies to engage audience (e.g., using eye-contact and adjustment of rate and volume) (OC-2-2.5)	I	R	A	A	A	A	A	A	A	A	A	A	A
♦ Uses a variety of strategies to engage audience (e.g., using eye-contact ,voice tone and gestures) (OC-4-2.5)			I	R	A	A	A	A	A	A	A	A	A
♦ Uses a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively (OC-6-2.5)					I	R	A	A	A	A	A	A	A
♦ Uses a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively (OC-10-2.5)									I	R	A	A	A

C.5 Students view and respond to mass media or formal presentations using interpretive, critical, and evaluative processes.

I (Introduce), R (Reinforce/Expand), A (Apply)

The Student:

◆ Uses tools of technology to enhance message (OC-10-2.6)

K	1	2	3	4	5	6	7	8	9	10	11	12
								I	R	A	A	A