

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Concepts of Print Demonstrate knowledge of the organization and basic concepts of print.			Mastered at Grade 2 and blended with other skills at this grade level.		
	LA.K.F.1 <i>Demonstrate knowledge of the organization and basic concepts of print.</i>	LA.1.F.1 <i>Demonstrate knowledge of the organization and basic concepts of print.</i>	LA.2.F.1 <i>Demonstrate knowledge of the organization and basic concepts of print.</i>			
	LA.K.F.1.a a. Identify all upper and lowercase letters of the alphabet in isolation and in connected text.	LA.1.F.1.a a. Recognize the distinguishing features of a sentence.	LA.2.F.1.a a. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.			
	LA. K.F.1.b b. Recognize that spoken words are represented in written language by specific sequences of letters, and that print carries meaning.					
	LA.K.F.1.c c. Demonstrate understanding that words are separated by spaces in print; demonstrate understanding of one-to-one correspondence between voice and print.					
	LA.K.F.1.d d. Demonstrate knowledge that print reads from left to right, top to bottom, and page by page.					

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Foundations of Reading	Phonological Awareness Demonstrate phonological awareness through oral activities.			Mastered at Grade 2 and blended with other skills at this grade level.		
	LA.K.F.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	LA.1.F.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	LA.2.F.2	Demonstrate advanced phonemic awareness skills in spoken words, syllables, and sounds (phonemes).
	LA.K.F.2.a	a. Segment and count spoken sentences into words.	LA.1.F.2.a	a. Identify, segment and blend phonemes in single syllable spoken three and four phoneme words including words with blends.	LA.2.F.2.a	a. Identify, segment, and blend phonemes in single syllable spoken five and six phoneme words including words with blends, digraphs, and trigraphs.
	LA.K.F.2.b	b. Recognize and begin to produce oral rhymes.	LA.1.F.2.b	b. Delete initial and final phonemes in words.	LA.2.F.2.b	b. Substitute sounds in words with five or more phonemes.
	LA.K.F.2.c	c. Count, produce, and segment spoken words into syllables and identify syllable parts.	LA.1.F.2.c	c. Substitute phonemes in spoken words to build new words in single-syllable words with no blends.	LA.2.F.2.c	c. Delete initial and final phonemes in words including words with blends.
	LA.K.F.2.d	d. Blend onsets and rimes to form simple words (e.g., v-an, gr-ab).	LA.1.F.2.d	d. Add or substitute individual sounds (phonemes in simple, one-syllable words to make new words (e.g., "Say 'map.' Say it again and instead of /p/ say /t/. What is the new word? 'Mat'").		
	LA.K.F.2.e	e. Delete part of a syllable within a spoken word including compound words (e.g., "Say 'parsnip.' Say it again but don't say 'par;' e.g., "Say 'cowboy.' Say it again but don't say 'cow'").				

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Foundational	LA.K.F.2.f f. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.					
	Phonics and Word Analysis Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.					
	LA.K.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.	LA.1.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.	LA.2.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.	LA.3.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.	LA.4.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.	LA.5.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.
	LA.K.F.3.a a. Demonstrate basic knowledge of one-to-one sound to letter correspondences by producing the primary or many of the most frequent sounds for each consonant.	LA.1.F.3.a a. Decode and encode words using knowledge of sound-spelling correspondence for common consonant digraphs, tri-graphs, and blends.	LA.2.F.3.a a. Decode words with variable vowel teams and vowel diphthongs.	LA.3.F.3.a a. Decode words with common Latin suffixes.	LA.4.F.3.a a. Decode words with common Latin derived words.	LA.5.F.3.a a. Decode words with common Greek derived words.
	LA.K.F.3.b b. Demonstrate the long and short sounds with common spellings (graphemes) for the five major vowels.	LA.1.F.3.b b. Decode and encode simple words with r-controlled vowels.	LA.2.F.3.b b. Decode regularly spelled two-syllable words with long vowels.	LA.3.F.3.b b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech.	LA.4.F.3.b b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context.	LA.5.F.3.b b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.
	LA.K.F.3.c c. Decode consonant-vowel-consonant (CVC) words.	LA.1.F.3.c c. Decode and encode regularly spelled one-syllable words.	LA.2.F.3.c c. Decode words with open and closed syllables and consonant -le.	LA.3.F.3.c c. Decode multisyllabic words.		
	LA.K.F.3.d d. Encode consonant-vowel-consonant (CVC) words.	LA.1.F.3.d d. Decode and encode final -e and common vowel team conventions for representing long vowel sounds.	LA.2.F.3.d d. Decode words with common Anglo roots and suffixes.			

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LA.K.F.3.e	e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	LA.1.F.3.e	e. Decode and encode two-syllable words with regular patterns by breaking the words into syllables.	LA.2.F.3.e	e. Decode words with silent letter combinations.						
		LA.1.F.3.f	f. Decode and encode words with inflectional endings.								
		LA.1.F.3.g	g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.								
		LA.1.F.3.h	h. Recognize and read grade-appropriate, irregularly spelled words.								
Fluency Read grade-level texts with sufficient accuracy and fluency to support comprehension.											
LA.K.F.4	Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.	LA.1.F.4	Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.	LA.2.F.4	Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.	LA.3.F.4	Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.	LA.4.F.4	Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.	LA.5.F.4	Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.
LA.K.F.4.a	a. Recognize upper and lowercase letters automatically and accurately.	LA.1.F.4.a	a. Read decodable text accurately with appropriate rate, intonation, and expression/prosody to reflect meaning.	LA.2.F.4.a	a. Read a variety of texts accurately using appropriate rate, expression, and intonation to reflect meaning.	LA.3.F.4.a	a. Read a variety of text accurately using appropriate rate, expression/prosody and intonation to reflect the meaning of text.	LA.4.F.4.a	a. Read a variety of text accurately using appropriate rate, expression/prosody and intonation to reflect the meaning of text.	LA.5.F.4.a	a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect meaning.
LA.K.F.4.b	b. Read decodable consonant-vowel-consonant (CVC) words with automaticity and accuracy.	LA.1.F.4.b	b. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).	LA.2.F.4.b	b. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).	LA.3.F.4.b	b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.	LA.4.F.4.b	b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.	LA.5.F.4.b	b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.

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	LA.K.F.4.C c. Read grade level high-frequency words with automaticity and accuracy (e.g. Fry or Dolch words or those included in instructional materials).	LA.1.F.4.C		LA.3.F.4.C c. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).		
e and Poetry	Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.					
	LA.K.RP.1 With prompting and support, orally retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.	LA.1.RP.1 Retell familiar stories, including key details, and demonstrate understanding of their central message or lesson from a literary text.	LA.2.RP.1 Recount narratives and determine their central message, lesson, or moral.	LA.3.RP.3 Determine and explain the point of view in a literary text.	LA.4.RP.1 Determine a theme in a literary text and how it is conveyed through key details.	LA.5.RP.1 Explain the theme in a literary text and how it is conveyed through key details.
	LA.K.RP.2 With prompting and support, identify main character(s), setting, and important events in a literary text.	LA.1.RP.2 Identify the main character(s), setting, and important events, drawing on key details in a literary text.	LA.2.RP.2 Describe characters and how they interact with one another.	LA.3.RP.4 Explain how sections of a literary text (e.g., chapters, scenes, stanzas) build on one another and contribute to meaning.	LA.4.RP.2 Analyze a character, setting, or event in a literary text, drawing on specific details such as a character's thoughts, words, or actions.	LA.5.RP.2 Compare and contrast two or more characters, settings, or events in a literary text or texts.
	Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.					
	LA.K.RP.3 With prompting and support, define the role of author and illustrator in a literary text.	LA.1.RP.3 Explain the difference between the roles of author and narrator or speaker in a literary text.	LA.2.RP.3 Determine and explain who is telling a story within and across literary texts.	LA.3.RP.5 Compare and contrast the themes, settings, and plots of literary texts written by the same author about the same or similar characters (e.g., books from a series).	LA.4.RP.3 Distinguish reader perspective from the perspective and point of view of the narrator or the characters in a literary text.	LA.5.RP.3 Describe how a narrator or speaker's point of view influences the meaning of a literary text.
	LA.K.RP.4 With prompting and support, identify the basic characteristics of literary text.	LA.1.RP.4 Identify the basic characteristics of literary text, drawing on a wide range of text types.	LA.2.RP.4 Describe the basic structure of a literary text, including how literary elements are introduced and developed and conflicts are resolved.	LA.3.RP.6 Explain what the text says explicitly and draw inferences when asking and answering questions.	LA.4.RP.4 Compare and contrast the structural elements of literary texts (e.g., dramas, narratives, and poems).	LA.5.RP.4 Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.

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Reading Prose	Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.											
	LA.K.RP.5	With prompting and support, compare and contrast the experiences of characters in familiar stories.	LA.1.RP.5	Compare and contrast the experiences of characters in familiar stories.	LA.2.RP.5	Compare and contrast two or more versions of the same literary text by different authors or from different cultures.	LA.3.RP.5	Compare and contrast the themes, settings, and plots of literary texts written by the same author about the same or similar characters (e.g., books from a series).	LA.4.RP.5	Compare and contrast the treatment of similar themes and topics and patterns of events in literary texts by different authors or from different cultures.	LA.5.RP.5	Compare and contrast the treatment of themes and topics in literary texts of the same genre.
	LA.K.RP.6	With prompting and support, ask and answer questions about key details in a literary text.	LA.1.RP.6	Ask and answer questions about key details in a literary text.	LA.2.RP.6	Ask and answer literal (e.g., recall/details) and simple inferential (e.g., why or how) questions about key details in a literary text.	LA.3.RP.6	Explain what the text says explicitly and draw inferences when asking and answering questions.	LA.4.RP.6	Explain what the text says explicitly and draw inferences when asking or answering questions, quoting or paraphrasing specific evidence from the text as appropriate.	LA.5.RP.6	Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.
	LA.K.RP.7	With prompting and support, make connections between own experiences and other cultures in literary texts.	LA.1.RP.7	Make connections between own experiences and other cultures in literary texts.	LA.2.RP.7	Compare and contrast topics in a variety of literary texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).	LA.3.RP.7	Compare and contrast themes, topics, and/or patterns of events in a range of literary texts.	LA.4.RP.7	Explain an author or narrator/speaker's treatment of similar themes and/or patterns of events in a wide range of literary texts.	LA.5.RP.7	Explain the relationships between two or more characters, events, or ideas in a range of literary texts.
	Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level literary texts independently and proficiently.											
	LA.K.RP.8	Actively engage in group reading activities with purpose and understanding.	LA.1.RP.8	With prompting and support, read and comprehend a wide range of literary texts of appropriate complexity for Grade 1.	LA.2.RP.8	With scaffolding as needed, read and comprehend a wide range of literary texts of appropriate complexity for Grade 2.	LA.3.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 3 independently and proficiently.	LA.4.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 4 independently and proficiently.	LA.5.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently.
	Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.											
	LA.K.RI.1	With prompting and support, identify the main topic and key details in an informational text.	LA.1.RI.1	Identify the main topic and key details in an informational text.	LA.2.RI.1	Identify the main topic and key details in a multi-paragraph text.	LA.3.RI.1	Identify the central idea and explain how key details support that idea.	LA.4.RI.1	Determine the central idea of an informational text and how it is conveyed through key details.	LA.5.RI.1	Explain the central idea in an informational text and how it is conveyed through key details.

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Reading Informational Text	LA.K.RI.2 With prompting and support, identify key individuals, events, or pieces of information in an informational text.	LA.1.RI.2 Identify key individuals, events, or pieces of information in an informational text.	LA.2.RI.2 Describe the connections between individuals, historical events, scientific ideas, or steps in a process.	LA.3.RI.2 Explain the relationship between individuals, historical events, scientific ideas or concepts, or steps in a process.	LA.4.RI.2 Analyze an individual, event, scientific idea or concept, or steps in a process.	LA.5.RI.2 Compare and contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from an informational text or texts.	
	Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.						
	LA.K.RI.3 With prompting and support, define the role of author and illustrator in presenting the ideas or information in a text.	LA.1.RI.3 Define the role of the author and illustrator in presenting the ideas or information in a text.	LA.2.RI.3 Determine and explain the author's purpose in an informational text, including what the author wants to answer, explain, or describe.	LA.3.RI.3 Determine and explain the author's purpose in an informational text.	LA.4.RI.3 Compare and contrast authors' perspectives in multiple informational texts of the same topic.	LA.5.RI.3 Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text.	
	LA.K.RI.4 With prompting and support, use text features (titles, headings, visuals) to predict or confirm the topic of a text.	LA.1.RI.4 Use text features (titles, headings, visuals) to predict or confirm the topic of a text.	LA.2.RI.4 Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.	LA.3.RI.4 Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to meaning.	LA.4.RI.4 Describe the overall structure of an informational text and how it contributes to meaning.	LA.5.RI.4 Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.	
	Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts.						
	LA.K.RI.5 With prompting and support, identify basic similarities and differences between two informational texts on the same topic.	LA.1.RI.5 Identify basic similarities and differences between two informational texts on the same topic.	LA.2.RI.5 Compare and contrast the two most important ideas presented by two informational texts on the same topic.	LA.3.RI.5 Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.	LA.4.RI.5 Integrate information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic.	LA.5.RI.5 Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.	
	LA.K.RI.6 With prompting and support, explain the difference between facts and opinions about a topic.	LA.1.RI.6 Identify an author's opinion(s) about a text.	LA.2.RI.6 Explain an author's opinion(s) and supporting evidence from the text.	LA.3.RI.6 Identify an author's claim(s) and explain how the author supports the claim(s) in the text.	LA.4.RI.6 Identify an author's claim(s) and explain how the author supports the claim in the text.	LA.5.RI.6 Analyze the development of an author's claim(s) and how supporting evidence is used to support the claim(s).	

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LA.K.RI.7	With prompting and support, make connections between own experiences and other cultures in informational texts.	LA.1.RI.7	Make connections between own experiences and other cultures in informational texts.	LA.2.RI.7	Compare and contrast topics in a variety of informational texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).	LA.3.RI.7	Compare and contrast topics and/or patterns of events in a range of informational texts.	LA.4.RI.7	Explain an author or speaker's treatment of similar topics and/or patterns of events in a wide range of informational texts.	LA.5.RI.7	Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.
Range of Reading and Level of Text Complexity Read and comprehend complex, grade-level informational texts independently and proficiently.											
LA.K.RI.8	Actively engage in group reading activities with purpose and understanding.	LA.1.RI.8	With prompting and support, read and comprehend a wide range of informational texts of appropriate complexity for Grade 1.	LA.2.RI.8	With scaffolding as needed, read and comprehend a wide range of informational texts of appropriate complexity for Grade 2.	LA.3.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity for Grade 3 independently and proficiently.	LA.4.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity for Grade 4 independently and proficiently.	LA.5.RI.8	Read and comprehend a wide range of informational text of appropriate complexity for Grade 5 independently and proficiently.
Acquisition and Use Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.											
LA.K.V.1	Recognize and use conversational and grade-level academic vocabulary.	LA.1.V.1	Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary.	LA.2.V.1	Recognize and use conversational and grade-level academic vocabulary.	LA.3.V.1	Acquire and use grade-level academic vocabulary appropriately.	LA.4.V.1	Acquire and use grade-level academic vocabulary appropriately.	LA.5.V.1	Acquire and use grade-level academic vocabulary appropriately.
LA.K.V.1.a	a. With prompting and support, identify new meanings of familiar words (e.g., park, ring, fly).	LA.1.V.1.a	a. Use sentence-level context clues to determine the meaning of a word or phrase.	LA.2.V.1.a	a. Use sentence-level context clues to determine the meaning of a word or phrase.	LA.3.V.1.a	a. Use sentence-level context clues to determine the meaning of a word or phrase.	LA.4.V.1.a	a. Use context clues (e.g., definitions, examples, or restatements) to determine the meanings of words and phrases.	LA.5.V.1.a	a. Use context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases.
LA.K.V.1.b	b. With prompting and support, use commonly occurring inflections and affixes to determine the meaning of unknown words.	LA.1.V.1.b	b. Use commonly occurring affixes to determine the meaning of unknown words.	LA.2.V.1.b	b. Use commonly occurring prefixes and suffixes to determine the meaning of unknown words (e.g., happy/unhappy).	LA.3.V.1.b	b. Use affixes to determine the meaning of unknown words (e.g., comfortable, uncomfortable).	LA.4.V.1.b	b. Use commonly occurring Latin affixes and roots to determine the meanings of words and phrases (e.g., photograph, autograph).	LA.5.V.1.b	b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words.

Vocabulary

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LA.K.V.1.c	c. With prompting and support, determine the meanings of key words and phrases using provided reference materials and classroom resources.	LA.1.V.1.c	c. Identify commonly occurring root words and their inflectional forms.	LA.2.V.1.c	c. Use known root words to determine the meaning of unknown words (e.g., addition, additional).	LA.3.V.1.c	c. Use known root words to determine the meaning of unknown words (e.g., company, companion).	LA.4.V.1.c	c. Determine or clarify the meanings or pronunciations of words using reference materials and classroom resources.	LA.5.V.1.c	c. Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources.
		LA.1.V.1.d	d. Determine the meanings of key words and phrases using provided reference materials and classroom resources.	LA.2.V.1.d	d. Determine the meaning of compound words by using knowledge of individual words (e.g., birdhouse).	LA.3.V.1.d	d. Determine the meanings of key words and phrases using reference materials and classroom resources.				
				LA.2.V.1.e	e. Determine the meanings of key words and phrases using provided reference materials and classroom resources.						
Context and Connotation											
Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.											
LA.K.V.2	<i>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</i>	LA.1.V.2	<i>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</i>	LA.2.V.2	<i>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</i>	LA.3.V.2	<i>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</i>	LA.4.V.2	<i>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</i>	LA.5.V.2	<i>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</i>
LA.K.V.2.a	a. With prompting and support, sort common words and phrases into conceptual categories to develop an understanding of word relationships.	LA.1.V.2.a	a. Sort common words and phrases into conceptual categories to develop an understanding of word relationships.	LA.2.V.2.a	a. Ask and answer questions about key words and phrases to determine their meaning.	LA.3.V.2.a	a. Distinguish between literal and nonliteral meanings of words and phrases in context (e.g., take steps).	LA.4.V.2.a	a. Explain the meaning of commonly occurring similes and metaphors (e.g., light as a feather) in grade-level text.	LA.5.V.2.a	a. Interpret figurative language, including similes and metaphors, in context.
LA.K.V.2.b	b. With prompting and support, deepen understanding of words by identifying and relating them to their opposites.	LA.1.V.2.b	b. Define words by their category and simple attributes (e.g., a duck is a bird that swims).	LA.2.V.2.b	b. Distinguish nuances of meaning between closely related verbs (e.g., toss, throw) and closely related adjectives (e.g., thin, slender).	LA.3.V.2.b	b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	LA.4.V.2.b	b. Recognize and explain the meaning of commonly occurring idioms and adages.	LA.5.V.2.b	b. Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs.

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	LA.K.V.2.c c. With prompting and support, ask and answer questions about key words and phrases to determine their meaning.	LA.1.V.2.c c. Ask and answer questions about key words and phrases to determine their meaning.		LA.3.V.2.c c. Distinguish nuances of meaning between related words that describe states of mind or degrees of certainty (e.g., believed, suspected).	LA.4.V.2.c c. Use knowledge of words by relating them to their antonyms and synonyms.	LA.5.V.2.c c. Demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
	LA.K.V.2.d d. With prompting and support, identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.	LA.1.V.2.d d. Distinguish nuances of meaning between common verbs (e.g., glance, stare) and adjectives differing in intensity (e.g., large, gigantic).				
Foundations of Writing Apply handwriting skills to communicate ideas and information.				Mastered at Grade 2 and blended with other skills at this grade level.		
LA.K.FW.1	Demonstrate basic handwriting skills.	LA.1.FW.1 Demonstrate and apply handwriting skills.	LA.2.FW.1 Demonstrate and apply handwriting skills.			
LA.K.FW.1.a	a. Identify and match upper and lowercase manuscript letters.	LA.1.FW.1.a a. Print all upper and lowercase manuscript letters using correct formation.	LA.2.FW.1.a a. Write legibly using correct formation of letters with automaticity and proper spacing between words.			
LA.K.FW.1.b	b. Print many upper and lowercase manuscript letters using reference materials and classroom resources.	LA.1.FW.1.b b. Write the common grapheme (letter or letter group) for each phoneme.				
LA.K.FW.1.c	c. Write left to right and use appropriate spacing between letters and words.	LA.1.FW.1.c c. Use appropriate spacing between letters and words.				
LA.K.FW.2	Demonstrate sound-letter concepts when writing.	LA.1.FW.2 Demonstrate sound-letter concepts when writing.	LA.2.FW.2 Demonstrate sound-letter concepts when writing.			
LA.K.FW.2.a	a. Segment phonemes orally in single-syllable words.	LA.1.FW.2.a a. Segment phonemes in two- and three-phoneme syllables.	LA.2.FW.2.a a. Write common graphemes (letters or letter groups) for each phoneme.			

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
LA.K.FW.2.b	b. Demonstrate understanding that syllables are organized around vowel sounds.	LA.1.FW.2.b b. Write letters used to represent vowel phonemes and those used to represent consonants; demonstrate understanding that every syllable has a vowel.				
LA.K.FW.2.c	c. Form upper and lowercase manuscript letters using reference materials and classroom resources.					
LA.K.FW.2.d	d. Write left to right and use appropriate spacing between letters and words.					
Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.						
LA.K.W.1	<i>With prompting and support, form and use complete simple sentences in shared language activities.</i>	LA.1.W.1 <i>Write and expand grammatically correct simple sentences and paragraphs.</i>	LA.2.W.1 <i>Write and expand grammatically correct sentences (e.g. declarative, imperative, interrogative, exclamatory).</i>	LA.3.W.1 <i>Write paragraphs using a variety of sentence types.</i>	LA.4.W.1 <i>Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.</i>	LA.5.W.1 <i>Create grammatically correct multi-paragraph compositions with varied sentence structures.</i>
LA.K.W.1.a	a. Capitalize the first word in a sentence and the pronoun I.	LA.1.W.1.a a. Capitalize proper nouns (e.g., days of the week, names of people).	LA.2.W.1.a a. Capitalize proper nouns (e.g., holidays, countries, product names).	LA.3.W.1.a a. Capitalize proper nouns (e.g., historic periods, nationalities, languages), proper adjectives (e.g., South American), and appropriate words in titles.	LA.4.W.1.a a. Capitalize proper nouns (e.g., organizations, geographic regions, monuments and landmarks).	LA.5.W.1.a a. Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works.
LA.K.W.1.b	b. Recognize and name end punctuation.	LA.1.W.1.b b. Use end punctuation, commas in dates, and commas to separate single words in a series.	LA.2.W.1.b b. Use commas in greetings and closings of letters; use apostrophes to form contractions and frequently occurring possessives.	LA.3.W.1.b b. Use commas in addresses and commas and quotation marks in dialogue; use an apostrophe to form and use possessives.	LA.4.W.1.b b. Use commas and quotation marks to indicate direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence and with dependent clauses.	LA.5.W.1.b b. Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, and to indicate direct address.

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5					
LA.K.W.1.c	c. Identify nouns (e.g., singular and plural) and simple verbs (e.g., action).	LA.1.W.1.c	c. Identify and use nouns (e.g., common, proper), pronouns (e.g., personal and possessive), verbs (e.g., past, present), and descriptive adjectives.	LA.2.W.1.c	c. Identify and explain the use of nouns (e.g., collective and irregular plural), pronouns (e.g., demonstrative), verbs (e.g., past tense irregular), simple prepositions, and frequently occurring conjunctions.	LA.3.W.1.c	c. Use frequently occurring nouns (e.g., concrete and abstract), verbs (regular and irregular), and simple verb tenses.	LA.4.W.1.c	c. Identify and use simple appositive phrases.	LA.5.W.1.c	c. Explain the function of and use frequently occurring interjections, verb tenses (e.g., perfect), and correlative conjunctions.
LA.K.W.1.d	d. Form regular plural nouns by adding /s/ or /es/.	LA.1.W.1.d	d. Form and use regular and frequently occurring irregular plural nouns.	LA.2.W.1.d	d. Maintain consistent verb tense across sentences or paragraphs.	LA.3.W.1.d	d. Distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses.	LA.4.W.1.d	d. Identify and use frequently occurring pronouns (e.g., subject, object), adverbs (e.g., relative), and verbs (e.g., helping and linking).	LA.5.W.1.d	d. Distinguish between and use types of adjectives (e.g., comparative, superlative).
LA.K.W.1.e	e. Use interrogatives to ask questions.	LA.1.W.1.e	e. Use subject-verb agreement in simple and compound sentences.			LA.3.W.1.e	e. Explain the function of adjectives and adverbs in simple, compound, and complex sentences.	LA.4.W.1.e	e. Distinguish between frequently confused words (e.g., to, too, two; there, their, they're).	LA.5.W.1.e	e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.
LA.K.W.1.f	f. Use subject-verb agreement in simple sentences.					LA.3.W.1.f	f. Use correct subject-verb and pronoun-antecedent agreement in speaking and writing.	LA.4.W.1.f	f. Identify and revise fragment and run-on sentences in speaking and writing.		
						LA.3.W.1.g	g. Use frequently occurring prepositions and prepositional phrases.				
LA.K.W.2	<i>With prompting and support, use a recursive writing process to develop, strengthen, and produce writing appropriate to the discipline, audience, and/or context.</i>	LA.1.W.2	<i>Develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</i>	LA.2.W.2	<i>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</i>	LA.3.W.2	<i>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</i>	LA.4.W.2	<i>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</i>	LA.5.W.2	<i>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</i>
LA.K.W.2.a	a. Use prewriting activities and resources to generate ideas.	LA.1.W.2.a	a. Use prewriting activities and resources to generate and organize ideas.	LA.2.W.2.a	a. Use prewriting activities and resources to plan, organize, and draft writing.	LA.3.W.2.a	a. Use prewriting activities and resources to plan, organize, and draft writing.	LA.4.W.2.a	a. Use prewriting activities and resources to plan, organize, and draft writing.	LA.5.W.2.a	a. Use prewriting activities and resources to plan, organize, and draft writing.

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5					
Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.											
LA.K.W.3	<i>With prompting and support, narrate personal or fictional events in a sequential order using a combination of drawing, dictating, and/or writing.</i>	LA.1.W.3	<i>With prompting and support, write personal or fictional creative and/or expressive pieces that retell two or more appropriately sequenced events.</i>	LA.2.W.3	<i>Write personal or fictional narratives that retell two or more appropriately sequenced events.</i>	LA.3.W.3	<i>Write creative and/or expressive pieces that describe a well-developed event or experience.</i>	LA.4.W.3	<i>Write creative and/or expressive pieces that describe a well-developed event or experience.</i>	LA.5.W.3	<i>Write creative and/or expressive pieces that describe a well-developed event or experience.</i>
		LA.1.W.3.a	a. Include some relevant details.	LA.2.W.3.a	a. Include relevant details about characters and settings.	LA.3.W.3.a	a. Engage and orient the reader by establishing a situation and introducing a narrator and/or character(s).	LA.4.W.3.a	a. Establish a situation and introduce a narrator and/or character(s).	LA.5.W.3.a	a. Establish a situation and introduce a narrator and/or characters.
		LA.1.W.3.b	b. Use time order words to signal sequence of events.	LA.2.W.3.b	b. Use time order words to signal a sequence of events.	LA.3.W.3.b	b. Include descriptive details about characters, events, or settings.	LA.4.W.3.b	b. Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings.	LA.5.W.3.b	b. Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events.
		LA.1.W.3.c	c. Provide a sense of closure.	LA.2.W.3.c	c. Provide a sense of closure.	LA.3.W.3.c	c. Use words and phrases to signal a sequence of events.	LA.4.W.3.c	c. Use transitional words and phrases to organize a sequence of events that unfolds naturally.	LA.5.W.3.c	c. Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally.
						LA.3.W.3.d	d. Provide a closure related to the creative or expressive event or experience.	LA.4.W.3.d	d. Provide a conclusion related to the creative or expressive event or experience.	LA.5.W.3.d	d. Provide a conclusion related to the creative or expressive event or experience.
LA.K.W.4	<i>With prompting and support, express an opinion about a topic or text with one supporting reason using a combination of drawing, dictating, and/or writing.</i>	LA.1.W.4	<i>With prompting and support, express an opinion about a topic or text and provide a supporting reason.</i>	LA.2.W.4	<i>Express an opinion and provide supporting reasons.</i>	LA.3.W.4	<i>Write opinion pieces with supporting reasons and/or evidence.</i>	LA.4.W.4	<i>Write opinion pieces that explain a perspective with supporting reasons and/or evidence.</i>	LA.5.W.4	<i>Write opinion pieces that explain a perspective with supporting reasons and evidence.</i>
		LA.1.W.4.a	a. Introduce a topic or text.	LA.2.W.4.a	a. Introduce a topic or text.	LA.3.W.4.a	a. Introduce a topic or text, state an opinion, and develop a structure that includes reasons and/or evidence.	LA.4.W.4.a	a. Introduce a topic or text clearly, state an opinion, and develop a structure that includes reasons and/or evidence.	LA.5.W.4.a	a. Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically.

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		LA.1.W.4.b b. State an opinion and provide a reason to support the opinion.	LA.2.W.4.b b. State an opinion and provide reasons to support the opinion.	LA.3.W.4.b b. Use linking words and phrases to connect opinions and reasons.	LA.4.W.4.b b. Use facts and details to support reasons and/or evidence.	LA.5.W.4.b b. Use facts and details to support reasons and/or evidence.
		LA.1.W.4.c c. Provide a sense of closure.	LA.2.W.4.c c. Provide a concluding statement or section.	LA.3.W.4.c c. Provide a concluding statement or section related to the opinion.	LA.4.W.4.c c. Use linking words and phrases to connect ideas.	LA.5.W.4.c c. Use words, phrases, and key vocabulary to connect ideas.
					LA.4.W.4.d d. Provide a concluding statement or section related to the opinion.	LA.5.W.4.d d. Provide a concluding statement or section related to the perspective.
LA.K.W.5	<i>With prompting and support, write informative/explanatory pieces about a topic or text with one supporting fact using a combination of drawing, dictating, and/or writing.</i>	LA.1.W.5 <i>With prompting and support, write informative/explanatory pieces about a topic or text with supporting facts and details.</i>	LA.2.W.5 <i>Write informative/explanatory pieces about a topic or text with supporting facts and details.</i>	LA.3.W.5 <i>Write informative/explanatory pieces to examine a topic or text and convey ideas and information.</i>	LA.4.W.5 <i>Write informative/explanatory pieces to examine a topic or text and convey ideas and information.</i>	LA.5.W.5 <i>Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.</i>
		LA.1.W.5.a a. Introduce a topic.	LA.2.W.5.a a. Introduce a topic or text.	LA.3.W.5.a a. Introduce a topic and group related information together, including illustrations when useful to provide clarity.	LA.4.W.5.a a. Introduce a topic clearly and group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements.	LA.5.W.5.a a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.
		LA.1.W.5.b b. Develop a topic using supporting facts and details.	LA.2.W.5.b b. Develop a topic with facts, details, and definitions.	LA.3.W.5.b b. Develop the topic with information (e.g., facts, definitions, details) clearly related to the topic.	LA.4.W.5.b b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.	LA.5.W.5.b b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.
		LA.1.W.5.c c. Use words and phrases related to the topic.	LA.2.W.5.c c. Use words and phrases related to the topic.	LA.3.W.5.c c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.	LA.4.W.5.c c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.	LA.5.W.5.c c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.
		LA.1.W.5.d d. Provide a sense of closure.	LA.2.W.5.d d. Provide a concluding statement or section.	LA.3.W.5.d d. Provide a concluding statement or section related to the topic.	LA.4.W.5.d d. Provide a concluding statement or section related to the information or explanation(s).	LA.5.W.5.d d. Provide a concluding statement or section related to the information or explanation(s).

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5					
LA.K.W.6	With prompting and support, identify information from provided sources to answer a question using a combination of drawing, dictating, and/or writing.	LA.1.W.6	With prompting and support, identify information from provided sources to answer a question.	LA.2.W.6	Locate evidence from literary and/or informational text sources to answer questions about a topic.	LA.3.W.6	Locate evidence from literary and/or informational text sources to answer questions about a topic.	LA.4.W.6	Locate and summarize relevant evidence from literary and/or informational text sources to answer questions about a topic.	LA.5.W.6	Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic.
		LA.1.W.6.a	a. Retell or recall information from provided sources.	LA.2.W.6.a	a. Retell information from provided sources to support ideas while avoiding plagiarism.	LA.3.W.6.a	a. Paraphrase information from sources to support ideas while avoiding plagiarism.	LA.4.W.6.a	a. Paraphrase information and evidence to support ideas while avoiding plagiarism.	LA.5.W.6.a	a. Paraphrase information and evidence to support ideas while avoiding plagiarism.
		LA.1.W.6.b	b. Use provided print and/or digital tools to gather information and ideas to answer questions.	LA.2.W.6.b	b. Identify print and digital tools to gather information and ideas and answer questions.	LA.3.W.6.b	b. Identify print and digital tools to gather information and ideas to answer questions.	LA.4.W.6.b	b. Identify print and digital tools to gather information and evidence.	LA.5.W.6.b	b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.
		LA.1.W.6.c	c. Sort evidence and information into categories.	LA.2.W.6.c	c. Sort evidence and information into categories.	LA.3.W.6.c	c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.	LA.4.W.6.c	c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.	LA.5.W.6.c	c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.
		LA.1.W.6.d	d. Use provided print and/or digital tools to gather information and ideas and to answer questions.	LA.2.W.6.d	d. Demonstrate academic integrity by referencing sources in writing and speaking.	LA.3.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.	LA.4.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.	LA.5.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		LA.1.W.6.e e. Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).	LA.2.W.6.e e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	LA.3.W.6.e e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	LA.4.W.6.e e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	LA.5.W.6.e e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Comprehension and Collaboration
 Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

ening	LA.K.SL.1 <i>With prompting and support, participate with peers and adults in structured discussions and routines about Kindergarten topics and texts.</i>	LA.1.SL.1 <i>Participate with peers and adults in structured discussions and routines about 1st grade topics and texts.</i>	LA.2.SL.1 <i>Participate with peers and adults in structured discussions and routines about 2nd grade topics and texts.</i>	LA.3.SL.1 <i>Prepare for and participate in structured discussions and collaborations about 3rd grade topics and texts.</i>	LA.4.SL.1 <i>Prepare for and participate in structured discussions and collaborations about 4th grade topics and texts.</i>	LA.5.SL.1 <i>Prepare for and participate in structured discussions and collaborations about 5th grade topics and texts.</i>
	LA.K.SL.1.a a. Ask pertinent questions to acquire or confirm information.	LA.1.SL.1.a a. Ask pertinent questions to acquire or confirm information.	LA.2.SL.1.a a. Ask pertinent questions to acquire or confirm information.	LA.3.SL.1.a a. Ask relevant questions to build on ideas and acquire or confirm information.	LA.4.SL.1.a a. Ask relevant questions to build on ideas or acquire or confirm information.	LA.5.SL.1.a a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
	LA.K.SL.1.b b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	LA.1.SL.1.b b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	LA.2.SL.1.b b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	LA.3.SL.1.b b. Demonstrate interpretation of verbal and non-verbal messages in a discussion or collaboration.	LA.4.SL.1.b b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	LA.5.SL.1.b b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
	LA.K.SL.1.c c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	LA.1.SL.1.c c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	LA.2.SL.1.c c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	LA.3.SL.1.c c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	LA.4.SL.1.c c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	LA.5.SL.1.c c. Converse with peers and adults an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
	LA.K.SL.1.d d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).	LA.1.SL.1.d d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).	LA.2.SL.1.d d. Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling).	LA.3.SL.1.d d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).	LA.4.SL.1.d d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).	LA.5.SL.1.d d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning).

Standard	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5					
LA.K.SL.1.e	e. Complete a task following one/two-step directions.	LA.1.SL.1.e	e. Complete a task following one/two-step directions.	LA.2.SL.1.e	e. Complete a task following multi-step directions.	LA.3.SL.1.e	e. Complete a task following multi-step directions.	LA.4.SL.1.e	e. Complete a task following multi-step directions.	LA.5.SL.1.e	e. Complete a task following multi-step directions.
Presentation of Knowledge and Ideas											
Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.											
LA.K.SL.2	<i>With prompting and support, describe familiar people, places, things, and events, and provide additional detail.</i>	LA.1.SL.2	<i>Tell a story or recount experiences with appropriate facts and pertinent descriptive details.</i>	LA.2.SL.2	<i>Tell a story or recount an experience with appropriate facts and pertinent descriptive details.</i>	LA.3.SL.2	<i>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.</i>	LA.4.SL.2	<i>Report on a topic or text, tell a story, or recount an experience in an organized manner with appropriate facts and relevant, descriptive details to support themes or central ideas.</i>	LA.5.SL.2	<i>Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support themes or central ideas.</i>
LA.K.SL.2.a	a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations.	LA.1.SL.2.a	a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 1st grade texts.	LA.2.SL.2.a	a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 2nd grade texts.	LA.3.SL.2.a	a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 3rd grade texts.	LA.4.SL.2.a	a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 4th grade texts.	LA.5.SL.2.a	a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 5th grade texts.
LA.K.SL.2.b	b. Convey a personal perspective with clear reasons.	LA.1.SL.2.b	b. Convey a personal perspective with clear reasons.	LA.2.SL.2.b	b. Convey a personal perspective with clear reasons.	LA.3.SL.2.b	b. Convey a perspective with clear reasoning and support.	LA.4.SL.2.b	b. Convey a perspective with clear reasoning and support.	LA.5.SL.2.b	b. Convey a perspective with clear reasoning and support.
LA.K.SL.2.c	c. Explain the purpose of information being presented.	LA.1.SL.2.c	c. With prompting and support, explain the purpose of information being presented.	LA.2.SL.2.c	c. Explain the purpose and credibility of information being presented.	LA.3.SL.2.c	c. Identify the purpose and credibility of information being presented.	LA.4.SL.2.c	c. Identify the purpose and credibility of information being presented.	LA.5.SL.2.c	c. Identify the purpose and credibility of information being presented.
LA.K.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).	LA.1.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).	LA.2.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).	LA.3.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	LA.4.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	LA.5.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).

Speaking and Listening

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p style="text-align: center;">LA.K.SL.2.e</p>	<p>e. Use appropriate visual and/or digital tools to support verbal communication.</p>	<p style="text-align: center;">LA.1.SL.2.e</p> <p>e. Use appropriate visual and/or digital tools to support verbal communication.</p>	<p style="text-align: center;">LA.2.SL.2.e</p> <p>e. Use appropriate visual and/or digital tools to support verbal communication.</p>	<p style="text-align: center;">LA.3.SL.2.e</p> <p>e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</p>	<p style="text-align: center;">LA.4.SL.2.e</p> <p>e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</p>	<p style="text-align: center;">LA.5.SL.2.e</p> <p>e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</p>