

NAME:

DATE:

GRADE:

TEACHER:

R The student will use word recognition and vocabulary (word meaning) skills to communicate.				
R	K	1	1a	The student will apply knowledge of concepts about print.
R	K	1	1a1	Demonstrate an understanding of correct book orientation by holding the book correctly and indicating where to begin reading (e.g., front to back, top to bottom, left to right).
R	K	1	1a2	Demonstrate that print carries meaning for the reader.
R	K	1	1a3	Identify front cover, back cover, and title page of a book.
R	K	1	1a4	Point to words in a text when reading aloud, matching spoken words to print.
R	K	1	1a5	Track words from left to right and top to bottom on a printed page.
R	K	1	1a6	Recognize that sentences in print are made up of separate words.
R	K	1	1a7	Distinguish letters from words.
R	K	1	1a8	Distinguish between uppercase and lowercase letters.
R	K	1	1b	The student will apply knowledge of phonological and phonemic awareness.
R	K	1	1b1	Break spoken sentences into individual words (e.g., claps, taps, speaks).
R	K	1	1b2	Identify and produce rhyming words in response to an oral prompt (e.g., fat/cat, wig/pig, hid/kid).
R	K	1	1b3	Recognize the beginning, final, and some medial sounds in spoken words (e.g., /k/ in cat, /t/ in fat, /ō/ in hop).
R	K	1	1b4	Generate a group of spoken words that begin or end with the same sound (e.g., pig, party, penguin and cat, hot, sit).
R	K	1	1b5	Identify, blend, and segment syllables within spoken words (e.g., clap the syllables in "letter," sum + mer = summer, and football = foot +ball).
R	K	1	1b6	Blend and segment the onset and rime of spoken one-syllable words (e.g., /h/ + at = hat, big = /b/+ ig).
R	K	1	1b7	Articulate phonemes correctly.
R	K	1	1b8	Blend phonemes orally to make a word (e.g., /p/ /ă/ /t/ = pat, /b/ /ù / /g/ = bug).
R	K	1	1b9	Segment phonemes orally within a spoken word (e.g., sit = /s/ /ì/ /t/, rap = /r/ /ă/ /p/)
R	K	1	1c	The student will use word recognition skills.
R	K	1	1c1	Match all consonant and short vowel sounds to the appropriate letters.
R	K	1	1c2	Understand the alphabetic principle, which means as letters in words change, so do the sounds in the words.
R	K	1	1c3	Blend letter sounds in one syllable words.
R	K	1	1c4	Begin to recognize common word families.
R	K	1	1c5	Read some words derived from common word families (e.g., -at, -ig, -ot).
R	K	1	1c6	Recognize some high frequency words in text (e.g., the, has, an, can, run, color words, and number words).
R	K	1	1c7	Read some sight words (e.g., high frequency words, logos and/or signs in environmental print, and words in language experience text).
R	K	1	1d	The student will understand and explain the meaning of common affixes (e.g., un-, re-, -s, -es, -ed, -ing).
R	K	1	1e	The student will develop and apply knowledge of words and word meanings to communicate.
R	K	1	1e2	Use words to describe location, size, color, and shape.
R	K	1	1e 3	Identify and sort pictures of common words into basic categories (e.g., animals, foods, toys).
R	K	1	1e 4	Begin to recognize word relationships.
R	K	1	1e1	Name pictures of common objects and concepts.
R	K	1	1f	The student will name commonly used synonyms and antonyms (e.g., big/huge, tiny/small, hot/cold, happy/sad).
R	K	1	1g	The student will use pictures and context to understand the meaning of a word.

R	K	1	1h	The student will use reference materials to find, to confirm the meaning of, to pronounce, or to spell unknown words with assistance (e.g., picture dictionary, teacher and/or peer as resource).
R	1	1	a1	Point to words in text when reading aloud, matching spoken words to print.
R	1	1	a2	Distinguish between uppercase and lowercase letters.
R	1	1	a3	Identify and use title page, title, author, illustrator, and table of contents of a book.
R	1	1	a4	Identify dialogue in connected text.
R	1	1	b	The student will apply knowledge of phonological and phonemic awareness.
R	1	1	b1	Identify and produce rhyming words orally that include consonant blends and digraphs (e.g., flat/splat, trap/snap, sing/ring).
R	1	1	b2	Identify, blend, and segment syllables within compound, two, and three syllable spoken words (e.g., clap the syllables in “bi-cy-cle,” bas + ket + ball = basketball, telephone = tel + e + phone).
R	1	1	b3	Identify and count the number of syllables in a spoken word.
R	1	1	b4	Identify orally beginning, final, and medial sounds in one syllable words (e.g., /ch/ in chat, /sh/ in wish, /ē/ in read).
R	1	1	b5	Distinguish short and long vowel sounds in spoken one syllable words (e.g., bīt/bīte, hōp/hōpe).
R	1	1	b6	Blend and segment the phonemes in words containing two to four phonemes (e.g., /b/ /ă/ /t/ = bat, treat = /t/ /r/ /ē/ /t/).
R	1	1	b7	Blend and segment sounds in spoken words containing initial and final blends.
R	1	1	b8	Add or delete a phoneme to change a spoken word (e.g., Add /b/ to “at” = bat or take /k/ from “cat”=at).
R	1	1	c	The student will use word recognition skills
R	1	1	c1	Generate the sounds from all the letters and letter patterns (including consonant blends, consonant digraphs, short and long vowel patterns), and blend those sounds into recognizable words.
R	1	1	c1a	short vowel patterns - CVC = pat, sit, mug
R	1	1	c1b	Consonant digraphs, sh, wh, ch, th, ng, ck
R	1	1	c1c	Consonant blends, fl, tr, sl, sm, sn, bl, gr, str
R	1	1	c1d	Long vowel patterns - CV = me, be, no; CVCV (final e) = make, hide, cute
R	1	1	c2	Begin to use knowledge of vowel digraphs/diphthongs/r-controlled letter-sound correspondences to decode unknown words.
R	1	1	c3	Read words derived from common word families (e.g., -it, -at, -ite, -ate).
R	1	1	c4	Begin to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).
R	1	1	c5	Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce new words.
R	1	1	c6	Identify simple compound words (e.g., dog + house = doghouse).
R	1	1	c7	Identify simple contractions correctly (e.g., can + not = can’t, has + not = hasn’t, did + not = didn’t).
R	1	1	c8	Read 100 to 200 high frequency and/or irregularly spelled words. A first grader should read approximately 40 to 60 words correct per minute by the end of first grade.
R	1	1	d1	The student will use syllabication types (e.g., open, closed, r-controlled) to analyze words.
R	1	1	d2	The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel consonant +e, consonant plus le) to analyze words.
R	1	1	e	The student will begin to identify and use roots and affixes (e.g., un-, re-, -s, -es, -ed, -ing) to decode and understand words.
R	1	1	f	The student will develop and apply knowledge of words and word meanings to communicate.
R	1	1	f1	Identify and sort pictures and words into basic categories.
R	1	1	f2	Recognize and explain word relationships within categories of words.
R	1	1	g	The student will begin to identify and use synonyms, antonyms, and homonyms .

R	1	1	h	The student will use context to determine the meanings of unfamiliar or multiple meaning words .
R	1	1	i	The student will use reference materials to find, to determine the meaning of, to pronounce, or to spell unknown words (e.g., picture dictionary, personal dictionary, elementary dictionary, teacher and/or peer as a resource).
R The student will apply strategies/skills to comprehend, respond to, interpret, or evaluate a variety of texts				
R	K	2	2a	The student will use text features, parts of a book, text structures, and genres to analyze text.
R	K	2	2a 1	Text features – titles, illustrations, etc.
R	K	2	2a 2	Parts of a book – title page, title, author, illustrator, etc.
R	K	2	2a 3	Text structures – sequential order
R	K	2	2a 4	Genres – fiction, nonfiction, and poetry (nursery rhymes)
R	K	2	2b	The student will understand and make simple inferences about text.
R	K	2	2b 1	Answer literal who, what, and where questions.
R	K	2	2b 2	Identify and discuss main characters, settings, and major events.
R	K	2	2b 3	Use illustrations to discuss the main idea of a simple story.
R	K	2	2b 4	Make simple inferences about narrative and/or informational text.
R	K	2	2c	The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text.
R	K	2	2c 1	Retell a familiar story with the book as a reference.
R	K	2	2c 2	Retell a familiar story without the book including a beginning, middle, and end.
R	K	2	2c 3	Retell two to three steps in the sequence of events in text shared with the student.
R	K	2	2d	The student will respond to narrative and informational texts in a variety of ways that reflect understanding and interpretation.
R	K	2	2d 1	Interpret text through moving, drawing, speaking, acting, or singing.
R	K	2	2d 2	Make connections between self and text after shared reading.
R	K	2	2d 3	Compose visual images (e.g., draw a picture based on something in the text).
R	K	2	2d 4	Identify favorite passages.
R	1	2	a	The student will use text features, parts of a book, text structures, and genres to analyze text.
R	1	2	a1	Text features – titles, illustrations, headings, graphs , etc.
R	1	2	a2	Parts of a book – title page, title, author, illustrator, table of contents , etc.
R	1	2	a3	Text structures – sequential order and description
R	1	2	a4	Genres – Fiction, nonfiction, and poetry
R	1	2	b	The student will understand, infer, and make simple predictions .
R	1	2	b1	Answer and generate who, what, when, where, why, and how questions.
R	1	2	b2	Answer and generate questions about characters, settings, and events.
R	1	2	b3	Make simple inferences based on information from narrative and/or informational text.
R	1	2	b4	Identify the main idea of a simple story or topic of an informational text.
R	1	2	b5	Make a prediction about narrative or informational text and confirm or revise the prediction.
R	1	2	b6	Use key words in text to justify prediction(s).
R	1	2	c	The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence .
R	1	2	c1	Retell a story including characters, setting, and important events.
R	1	2	c2	Retell the correct sequence of events in narrative and/or informational text.
R	1	2	d	The student will analyze, interpret, compare , or respond to increasingly complex literary and informational text, citing text-based evidence .
R	1	2	d1	Interpret text through moving, drawing, speaking, acting, or singing.
R	1	2	d2	Make connections between self and text or text and text after sharing text or reading text independently.
R	1	2	d3	Compose visual images based on text.
R	1	2	d4	Identify favorite passages.
LA The student will express, communicate, evaluate, or exchange ideas effectively.				

	LA	K	3	3a	The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, and publishing/sharing).
	LA	K	3	3a 1	Planning • Begin to use graphic organizers to generate and organize ideas.
	LA	K	3	3a 4	Editing • Begin to edit for capitalization and end punctuation in written compositions.
	LA	K	3	3a2	Drafting • Begin to put thoughts on paper through use of scribbling, symbols, pictures, or words. [*Writing for kindergarten students is defined as making marks and/or symbols on a page that possess meaning for the author.]
	LA	K	3	3a3	Revising • Begin to add details to compositions.
	LA	K	3	3a5	Publishing/Sharing • Share compositions with others by displaying and retelling ideas.
	LA	K	3	3b	The student will compose a description of a person, place, or thing.
	LA	K	3	3b 1	Compose drawings/visual images and orally describe compositions.
	LA	K	3	3b 2	Compose oral descriptions of a familiar person, place, or thing.
	LA	K	3	3c	The student will compose a personal story or narrative.
	LA	K	3	3c 1	Compose dictated narratives relating a personal story.
	LA	K	3	3c2	Compose drawings/visual images and use to dictate a personal story or narrative.
	LA	K	3	3d	The student will compose informational text about a familiar topic (e.g., families, animals, etc.).
	LA	K	3	3d1	Compose class reports/charts about a familiar topic.
	LA	K	3	3d2	Functional texts (e.g., labels, notes, etc.).
	LA	1	3	a	The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to compose or edit.
	LA	1	3	a1	Planning - Use graphic organizers to generate and organize ideas.
	LA	1	3	a2	Drafting - Put thoughts on paper using words and sentences.
	LA	1	3	a3	Revising - Revise compositions by clarifying and adding details.
	LA	1	3	a4	Editing - Edit for capitalization and punctuation.
	LA	1	3	a5	Publishing/Sharing - Share compositions by displaying, retelling, and/or reading ideas.
	LA	1	3	b	The student will compose a description of a person, place, or thing.
	LA	1	3	b1	Compose drawings/visual images and orally describe.
	LA	1	3	b2	Compose oral and written descriptions of a familiar person, place, or thing.
	LA	1	3	c	The student will compose a narrative with a beginning, middle, and end.
	LA	1	3	c1	Compose retellings/stories with a beginning, middle, and end.
	LA	1	3	c2	Compose drawings/visual images to tell stories with a beginning, middle, and end.
	LA	1	3	d	The student will compose a short informational text based on a familiar topic, including but not limited to:
	LA	1	3	d1	Reports
	LA	1	3	d2	Letters, thank you notes, invitations
	LA	1	3	d3	Functional texts (e.g, labels, directions, shopping lists, etc.)
	LA The student will apply Standard English to communicate.				
	LA	K	4	4a	The student will use Standard English grammar.
	LA	K	4	4a1	Begin to recognize the use of nouns, verbs, and adjectives.
	LA	K	4	4a2	Begin to recognize the use of articles and conjunctions.
	LA	K	4	4b	The student will use Standard English mechanics.
	LA	K	4	4b1	Begin to recognize and use end punctuation (e.g., period, question mark, exclamation mark) in shared writing.
	LA	K	4	4b2	Begin to recognize and use capital letters (e.g., first word in a sentence, name) in shared writing.
	LA	K	4	4b3	Begin to use developmentally appropriate spelling.
	LA	K	4	4b3a	Recognize and record some beginning and ending sounds in words.
	LA	K	4	4b3c	Spell some sight words.
	LA	K	4	4b4	Develop handwriting skills.
	LA	K	4	4b4a	Position paper in order to write in a left to right progression moving from top to bottom on the page.
	LA	K	4	4b4b	Trace/draw recognizable shapes.

LA	K	4	4b4c	Reproduce a visual pattern
LA	K	4	4b4d	Trace, copy, and generate letters.
LA	K	4	4b4e	Write first and last name legibly
LA	K	4	4c	The student will begin to use a variety of sentence structures.
LA	K	4	4c1	Speak in complete sentences.
LA	K	4	4c2	Initiate questions in conversation using age-appropriate words, phrases, and sentences.
LA	1	4	a	The student will use Standard English grammar.
LA	1	4	a1	Begin to use nouns (e.g., singular, plural)
LA	1	4	a2	Begin to use verbs
LA	1	4	a3	Begin to use articles and coordinating conjunctions
LA	1	4	a4	Begin to use adjectives
LA	1	4	a5	Begin to use pronouns
LA	1	4	b	The student will use Standard English mechanics.
LA	1	4	b1a	Begin to use appropriate end punctuation (e.g., period).
LA	1	4	b1b	Begin to use appropriate end punctuation (e.g., period, question mark).
LA	1	4	b1c	Begin to use appropriate end punctuation (e.g., period, question mark, exclamation mark).
LA	1	4	b2	Begin to use periods in common abbreviations (e.g., Mr., Mrs., Dr., days of the week, months of the year).
LA	1	4	b3	Begin to use commas (e.g., dates).
LA	1	4	b4	Begin to use apostrophes (e.g., contractions).
LA	1	4	b5	Begin to use colon in notation of time.
LA	1	4	b6	Begin to use capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, the pronoun "I").
LA	1	4	b7	Spell words commonly found in first grade level text.
LA	1	4	b8	Write uppercase and lowercase legibly; write words and sentences legibly using proper spacing
LA	1	4	c	The student will use varied sentence structures.
LA	1	4	c1a	Analyze sentences to determine purpose (e.g., declarative/telling, interrogative/question, exclamatory/strong feeling).
LA	1	4	c2	Compose sentences with a variety of purposes (e.g., declarative/telling, interrogative/asking questions, exclamatory/strong feeling).
LA	1	4	c2c	Compose sentences with a variety of purposes (e.g., declarative/telling, interrogative/asking a question, exclamatory/showing strong feeling).
LA	1	4	c3	Compose simple sentences.