

Language and Literacy Vertical Alignment, PreK-Grade 2

Age / Grade Level	Prekindergarten	Kindergarten	Grade 1	Grade 2
Standards	Texas Prekindergarten Guidelines	Texas Essential Knowledge and Skills (TEKS)*	Texas Essential Knowledge and Skills (TEKS)*	Texas Essential Knowledge and Skills (TEKS)*
Domain(s) / Content Area	II. Language and Communication III. Emergent Literacy – Reading IV. Emergent Literacy – Writing	English Language Arts and Reading	English Language Arts and Reading	English Language Arts and Reading
Sub-Domains / Strands	<p><i>II. Language and Communication</i></p> <p>A. Listening Comprehension Skills B. Speaking (Conversation) Skills C. Speech Production Skills D. Vocabulary Skills E. Sentences and Structure Skills</p> <p><i>III. Emergent Literacy – Reading</i></p> <p>A. Motivation to Read Skills B. Phonological Awareness Skills C. Alphabet Knowledge D. Comprehension of Text Read Aloud Skills E. Print Concepts</p> <p><i>IV. Emergent Literacy - Writing</i></p> <p>A. Motivation to Write Skills B. Writing as a Process C. Conventions in Writing</p>	<ol style="list-style-type: none"> 1. Foundational Language Skills 2. Comprehension Skills 3. Response Skills 4. Multiple Genres 5. Author’s Purpose and Craft 6. Composition 7. Inquiry and Research 	<ol style="list-style-type: none"> 1. Foundational Language Skills 2. Comprehension Skills 3. Response Skills 4. Multiple Genres 5. Author’s Purpose and Craft 6. Composition 7. Inquiry and Research 	<ol style="list-style-type: none"> 1. Foundational Language Skills 2. Comprehension Skills 3. Response Skills 4. Multiple Genres 5. Author’s Purpose and Craft 6. Composition 7. Inquiry and Research

*Refers to the English Language Arts and Reading TEKS adopted in 2017 that were implemented in classrooms beginning 2019-2020.

*In some instances, there is a modified guideline for English learners, which is meant to provide further guidance for supporting non-native English speakers during instruction *in English*.

Oral Language

Prekindergarten	Kindergarten	Grade 1	Grade 2
II. Language and Communication Domain	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
II.A.1. Child shows understanding by responding appropriately AND II.A.3. Child shows understanding of the language being spoken by teachers and peers <i>[ELL] Child shows understanding of the new language being spoken by English-speaking teachers and peers</i>	K(1)(A) listen actively and ask questions to understand information and answer questions using multi-word responses;	1(1)(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	2(1)(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions <i>[ELL] Child shows understanding by following one to two-step oral directions in English</i>	K(1)(B) restate and follow oral directions that involve a short, related sequence of actions;	1(1)(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	2(1)(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;
II.C.1. Child's speech is understood by both the teacher and other adults in the school AND II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning	K(1)(C) share information and ideas by speaking audibly and clearly using the conventions of language;	1(1)(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	2(1)(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;

Prekindergarten II. Language and Communication Domain	Kindergarten Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	Grade 1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	Grade 2 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
II.B.2. Child engages in conversations in appropriate ways AND II.B.4. Child demonstrates knowledge of verbal conversational rules. AND II.B.5. Child demonstrates knowledge of nonverbal conversational rules	K(1)(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and	1(1)(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and	2(1)(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and
II.B.6. Child matches language to social contexts AND II.E.6. [ELL] Child engages in various forms of nonverbal communication with those who do not speak his or her native language AND II.E.7. [ELL] Child uses words and simple phrases to communicate meaning in social situations	K(1)(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	1(1)(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.	2(1)(E) develop social communication such as distinguishing between asking and telling.
II.B.1. Child is able to use language for different purposes	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
II.B.3. Child provides appropriate information for various situations	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity with subject, verb, and object order.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
II.E.4. Child combines more than one idea using complex sentences	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression

Phonological Awareness, Print Concepts, Phonics, and Morphology

Prekindergarten	Kindergarten	Grade 1	Grade 2
II. Language and Communication Domain III. Emergent Literacy – Reading Domain	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
II.C.2. Child perceives differences between similar sounding words AND II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language <i>[ELL] Child investigates and demonstrates growing understanding of the sound and intonation of the English language</i> AND III.B.6. Child can recognize rhyming words	K(2)(A)(i) demonstrate phonological awareness by: identifying and producing rhyming words;	1(2)(A)(i) demonstrate phonological awareness by: producing a series of rhyming words;	2(2)(A)(i) demonstrate phonological awareness by: producing a series of rhyming words;
III.B.7. Child can produce a word that begins with the same sound as a given pair of words	K(2)(A)(ii) demonstrate phonological awareness by: recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	1(2)(A)(ii) demonstrate phonological awareness by: recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	No standard present in the vertical progression
III.B.1. Child separates a normally spoken four-word sentence into individual words	K(2)(A)(iii) demonstrate phonological awareness by: identifying the individual words in a spoken sentence;	No standard present in the vertical progression	No standard present in the vertical progression
III.B.5. Child can segment a syllable from a word	K(2)(A)(iv) demonstrate phonological awareness by: identifying syllables in spoken words;	No standard present in the vertical progression	No standard present in the vertical progression
III.B.2. Child combines words to make a compound word. AND III.B.4. Child blends syllables into words	K(2)(A)(v) demonstrate phonological awareness by: blending syllables to form multisyllabic words;	No standard present in the vertical progression	No standard present in the vertical progression
III.B.5. Child can segment a syllable from a word	K(2)(A)(vi) demonstrate phonological awareness by: segmenting multisyllabic words into syllables;	No standard present in the vertical progression	No standard present in the vertical progression
III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.	K(2)(A)(vii) demonstrate phonological awareness by: blending spoken onsets and rimes to form simple words;	No standard present in the vertical progression	No standard present in the vertical progression

<p>Prekindergarten</p> <p>II. Language and Communication Domain III. Emergent Literacy – Reading Domain</p>	<p>Kindergarten</p> <p>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>Grade 1</p> <p>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>Grade 2</p> <p>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>
II.C.2. Child perceives differences between similar sounding words	No standard present in the vertical progression	1(2)(A)(iii) demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable words;	2(2)(A)(ii) demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;
II.C.2. Child perceives differences between similar sounding words	No standard present in the vertical progression	1(2)(A)(iv) demonstrate phonological awareness by: recognizing the change in spoken word when a specified phoneme is added, changed, or removed;	2(2)(A)(iv) demonstrate phonological awareness by: recognizing the change in spoken word when a specified phoneme is added, changed, or removed;
III.B.9. Child recognizes and blends spoken phonemes into one syllable words with pictorial support.	K(2)(A)(viii) demonstrate phonological awareness by: blending spoken phonemes to form one-syllable words;	1(2)(A)(v) demonstrate phonological awareness by: blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;	No standard present in the vertical progression
III.B.3. Child deletes a word from a compound word.	K(2)(A)(ix) demonstrate phonological awareness by: manipulating syllables within a multisyllabic word; and	1(2)(A)(vi) demonstrate phonological awareness by: manipulating phonemes within base words; and	2(2)(A)(iv) demonstrate phonological awareness by: manipulating phonemes within base words;
III.B.9. Child recognizes and blends spoken phonemes into one syllable words with pictorial support.	K(2)(A)(x) demonstrate phonological awareness by: segmenting spoken one-syllable words into individual phonemes;	1(2)(A)(vii) demonstrate phonological awareness by: segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	No standard present in the vertical progression
<p>III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.</p> <p style="text-align: center;">AND</p> <p>III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p> <p style="text-align: center;">AND</p> <p>III.C.3. Child produces at least 20 distinct letter sound correspondences in the language of instruction.</p>	K(2)(B)(i) demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent;	No standard present in the vertical progression	No standard present in the vertical progression
No standard present in the vertical progression	K(2)(B)(ii) demonstrate and apply phonetic knowledge by: using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;	1(2)(B)(i) demonstrate and apply phonetic knowledge by: decoding words in isolation and in context by applying common letter sound correspondences;	No standard present in the vertical progression
No standard present in the vertical progression		1(2)(B)(ii) demonstrate and apply phonetic knowledge by: decoding words with initial and final consonant blends, digraphs, and trigraphs;	2(2)(B)(i) demonstrate and apply phonetic knowledge by: decoding words with short, long, or variant vowels, trigraphs, and blends;

<p>Prekindergarten III. Emergent Literacy – Reading Domain IV. Emergent Literacy – Writing Domain</p>	<p>Kindergarten Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>Grade 1 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>Grade 2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	2(2)(B)(ii) demonstrate and apply phonetic knowledge by: decoding words with silent letters such as knife and gnat;
No standard present in the vertical progression	K(2)(B)(iii) demonstrate and apply phonetic knowledge by: recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and	No standard present in the vertical progression	No standard present in the vertical progression
No standard present in the vertical progression	No standard present in the vertical progression	1(2)(B)(iii) demonstrate and apply phonetic knowledge by: decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;	2(2)(B)(iii) demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
No standard present in the vertical progression	No standard present in the vertical progression	1(2)(B)(iv) demonstrate and apply phonetic knowledge by: using knowledge of base words to decode common compound words and contractions;	2(2)(B)(iv) demonstrate and apply phonetic knowledge by: decoding compound words, contractions, and common abbreviations;
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	2(2)(B)(v) demonstrate and apply phonetic knowledge by: decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;
No standard present in the vertical progression	No standard present in the vertical progression	1(2)(B)(v) demonstrate and apply phonetic knowledge by: decoding words with inflectional endings, including -ed, -s, and -es; and	2(2)(B)(vi) demonstrate and apply phonetic knowledge by: decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and
No standard present in the vertical progression	K(2)(B)(iv) demonstrate and apply phonetic knowledge by: identifying and reading at least 25 high- frequency words from a research-based list;	1(2)(B)(vi) demonstrate and apply phonetic knowledge by: identifying and reading at least 100 high-frequency words from a research-based list;	2(2)(B)(vii) demonstrate and apply phonetic knowledge by: identifying and reading high-frequency words from a research-based list;
<p>IV.C.2. Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. AND IV.C.3. Child independently uses letters to make words or parts of words.</p>	K(2)(C)(i) demonstrate and apply spelling knowledge by: spelling words with VC, CVC, and CCVC;	1(2)(C)(ii) demonstrate and apply spelling knowledge by: spelling words with initial and final consonant blends, digraphs, and trigraphs;	No standard present in the vertical progression

<p style="text-align: center;">Prekindergarten IV. Emergent Literacy – Writing Domain</p>	<p style="text-align: center;">Kindergarten</p> <p>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p style="text-align: center;">Grade 1</p> <p>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p style="text-align: center;">Grade 2</p> <p>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>
No standard present in the vertical progression	No standard present in the vertical progression	1(2)(C)(i) demonstrate and apply spelling knowledge by: spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;	2(2)(C)(i) demonstrate and apply spelling knowledge by: spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	2(2)(C)(ii) demonstrate and apply spelling knowledge by: spelling words with silent letters such as knife and gnat;
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	2(2)(C)(iii) demonstrate and apply spelling knowledge by: spelling compound words, contractions, and common abbreviations;
No standard present in the vertical progression	K(2)(C)(ii) demonstrate and apply spelling knowledge by: spelling words using sound-spelling patterns; and	1(2)(C)(iii) demonstrate and apply spelling knowledge by: spelling words using sound-spelling patterns; and	2(2)(C)(iv) demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns;
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	2(2)(C)(v) demonstrate and apply spelling knowledge by: spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and
No standard present in the vertical progression	K(2)(C)(iii) demonstrate and apply spelling knowledge by: spelling high-frequency words from a research-based list;	1(2)(C)(iv) demonstrate and apply spelling knowledge by: spelling high-frequency words from a research-based list;	No standard present in the vertical progression
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	2(2)(C)(vi) demonstrate and apply spelling knowledge by: spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;

<p align="center">Prekindergarten</p> <p>III. Emergent Literacy – Reading Domain IV. Emergent Literacy – Writing Domain</p>	<p align="center">Kindergarten</p> <p>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p align="center">Grade 1</p> <p>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p align="center">Grade 2</p> <p>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>
III.A.1. Child engages in pre-reading and reading-related activities.	K(2)(D)(i) demonstrate print awareness by: identifying the front cover, back cover, and title page of a book;	1(2)(D) demonstrate print awareness by identifying the information that different parts of a book provide;	No standard present in the vertical progression
III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.	K(2)(D)(ii) demonstrate print awareness by: holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;	No standard present in the vertical progression	No standard present in the vertical progression
III.E.1. Child can distinguish between elements of print including letters, words, and pictures.	K(2)(D)(iii) demonstrate print awareness by: recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;	No standard present in the vertical progression	No standard present in the vertical progression
III.E.1. Child can distinguish between elements of print including letters, words, and pictures.	K(2)(D)(iv) demonstrate print awareness by: recognizing the difference between a letter and a printed word;	No standard present in the vertical progression	No standard present in the vertical progression
III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.	K(2)(D)(v) demonstrate print awareness by: identifying all uppercase and lowercase letters;	No standard present in the vertical progression	No standard present in the vertical progression
No standard present in the vertical progression	No standard present in the vertical progression	1(2)(E) alphabetize a series of words to the first or second letter and use a dictionary to find words;	2(2)(D) alphabetize a series of words and use a dictionary or glossary to find words;
IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence. <p align="center">AND</p> IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right).	K(2)(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	1(2)(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.	2(2)(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Vocabulary

Prekindergarten II. Language and Communication Domain	Kindergarten	Grade 1	Grade 2
	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
No standard present in the vertical progression	K(3)(A) use a resource such as a picture dictionary or digital resource to find words;	1(3)(A) use a resource such as a picture dictionary or digital resource to find words;	2(3)(A) use print or digital resources to determine meaning and pronunciation of unknown words;
No standard present in the vertical progression	K(3)(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings	1(3)(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	2(3)(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;
No standard present in the vertical progression	No standard present in the vertical progression	1(3)(C) identify the meaning of words with the affixes -s, -ed, and -ing; and	2(3)(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and
II.D.1. Child uses a wide variety of words to describe people, places, things, and actions. AND II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases. AND II.D.6. [ELL] Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.	K(3)(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	1(3)(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.	2(3)(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

Fluency

Prekindergarten N/A	Kindergarten	Grade 1	Grade 2
	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:
No standard present in the vertical progression	No standard present in the vertical progression	1(4)(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	2(4)(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Self-Sustained Reading

Prekindergarten	Kindergarten	Grade 1	Grade 2
III. Emergent Literacy – Reading Domain	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-- self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-- self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-- self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to
III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors.	K(4) self-select text and interact independently with text for increasing periods of time.	1(5) self-select text and interact independently with text for increasing periods of time.	2(5) self-select text and read independently for sustained periods of time.

Comprehension

Prekindergarten	Kindergarten	Grade 1	Grade 2
III. Emergent Literacy – Reading Domain	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors.	K(5)(A) establish purpose for reading assigned and self-selected texts with adult assistance;	1(6)(A) establish purpose for reading assigned and self-selected texts with adult assistance;	2(6)(A) establish purpose for reading assigned and self-selected texts;
III.D.3. Child asks and responds to questions relevant to the text read aloud.	K(5)(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	1(6)(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	2(6)(B) generate questions about text before, during, and after reading to deepen understanding and gain information;
III.D.4. Child will make inferences and predictions about text.	K(5)(C) make and confirm predictions using text features and structures with adult assistance;	1(6)(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;	2(6)(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
No standard present in the vertical progression	K(5)(D) create mental images to deepen understanding with adult assistance;	1(6)(D) create mental images to deepen understanding with adult assistance;	2(6)(D) create mental images to deepen understanding;
III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting	K(5)(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	1(6)(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	2(6)(E) make connections to personal experiences, ideas in other texts, and society;
III.D.4. Child will make inferences and predictions about text.	K(5)(F) make inferences and use evidence to support understanding with adult assistance;	1(6)(F) make inferences and use evidence to support understanding with adult assistance;	2(6)(F) make inferences and use evidence to support understanding;
No standard present in the vertical progression	K(5)(G) evaluate details to determine what is most important with adult assistance;	1(6)(G) evaluate details to determine what is most important with adult assistance;	2(6)(G) evaluate details read to determine key ideas;
III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting	K(5)(H) synthesize information to create new understanding with adult assistance; and	1(6)(H) synthesize information to create new understanding with adult assistance; and	2(6)(H) synthesize information to create new understanding; and
No standard present in the vertical progression	K(5)(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.	1(6)(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	2(6)(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

Response Skills

Prekindergarten	Kindergarten	Grade 1	Grade 2
III. Emergent Literacy – Reading Domain	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
No standard present in the vertical progression	K(6)(A) describe personal connections to a variety of sources;	1(7)(A) describe personal connections to a variety of sources;	2(7)(A) describe personal connections to a variety of sources;
No standard present in the vertical progression	K(6)(B) provide an oral, pictorial, or written response to a text;	1(7)(B) write brief comments on literary or informational texts;	2(7)(B) write brief comments on literary or informational texts that demonstrate an understanding of the text;
No standard present in the vertical progression	K(6)(C) use text evidence to support an appropriate response;	1(7)(C) use text evidence to support an appropriate response;	2(7)(C) use text evidence to support an appropriate response;
III.D.1. Child retells or re-enacts a story after it is read aloud.	K(6)(D) retell texts in ways that maintain meaning;	1(7)(D) retell texts in ways that maintain meaning;	2(7)(D) retell and paraphrase texts in ways that maintain meaning and logical order;
No standard present in the vertical progression	K(6)(E) interact with sources in meaningful ways such as illustrating or writing; and	1(7)(E) interact with sources in meaningful ways such as illustrating or writing; and	2(7)(E) interact with sources in meaningful ways such as illustrating or writing; and
II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses. Child learning English as a second language comprehends 1,000 words (ELL child will comprehend many more words than he or she uses).	K(6)(F) respond using newly acquired vocabulary as appropriate. 1(7)(F) respond using newly acquired vocabulary as appropriate.	2(7)(F) respond using newly acquired vocabulary as appropriate.	
II.D.4. Child uses a large speaking vocabulary, adding several new words daily			
II.E.8. Child attempts to use new vocabulary and grammar in speech.			

Literary Elements

Prekindergarten III. Emergent Literacy – Reading Domain	Kindergarten Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	Grade 1 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	Grade 2 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
No standard present in the vertical progression	K(7)(A) discuss topics and determine the basic theme using text evidence with adult assistance;	1(8)(A) discuss topics and determine theme using text evidence with adult assistance;	2(8)(A) discuss topics and determine theme using text evidence with adult assistance;
III.D.3. Child asks and responds to questions relevant to the text read aloud.	K(7)(B) identify and describe the main character(s);	1(8)(B) describe the main character(s) and the reason(s) for their actions;	2(8)(B) describe the main character's (characters') internal and external traits;
III.D.1. Child retells or re-enacts a story after it is read aloud. AND III.D.3. Child asks and responds to questions relevant to the text read aloud.	K(7)(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and	1(8)(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and	2(8)(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and
III.D.1. Child retells or re-enacts a story after it is read aloud.	K(7)(D) describe the setting.	1(8)(D) describe the setting.	2(8)(D) describe the importance of the setting.

Genres

Prekindergarten III. Emergent Literacy – Reading Domain	Kindergarten	Grade 1	Grade 2
	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
No standard present in the vertical progression	K(8)(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	1(9)(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	2(9)(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;
III.B.6. Child can recognize rhyming words.	K(8)(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;	1(9)(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;	2(9)(B) explain visual patterns and structures in a variety of poems;
No standard present in the vertical progression	K(8)(C) discuss main characters in drama;	1(9)(C) discuss elements of drama such as characters and setting;	2(9)(C) discuss elements of drama such as characters, dialogue, and setting;
No standard present in the vertical progression	K(8)(D)(i) recognize characteristics and structures of informational text, including: the central idea and supporting evidence with adult assistance;	1(9)(D)(i) recognize characteristics and structures of informational text, including: the central idea and supporting evidence with adult assistance;	2(9)(D)(i) recognize characteristics and structures of informational text, including: the central idea and supporting evidence with adult assistance;

Prekindergarten	Kindergarten	Grade 1	Grade 2
III. Emergent Literacy – Reading Domain	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
No standard present in the vertical progression	K(8)(D)(ii) recognize characteristics and structures of informational text, including: titles and simple graphics to gain information; an	1(9)(D)(ii) recognize characteristics and structures of informational text, including: features and simple graphics to locate or gain information; and	2(9)(D)(ii) recognize characteristics and structures of informational text, including: features and graphics to locate and gain information; and
No standard present in the vertical progression	K(8)(D)(iii) recognize characteristics and structures of informational text, including: the steps in a sequence with adult assistance;	1(9)(D)(iii) recognize characteristics and structures of informational text, including: organizational patterns such as chronological order and description with adult assistance;	2(9)(D)(iii) recognize characteristics and structures of informational text, including: organizational patterns such as chronological order and cause and effect stated explicitly;
No standard present in the vertical progression	K(8)(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	1(9)(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	2(9)(E)(i) recognize characteristics of persuasive text, including: stating what the author is trying to persuade the reader to think or do; and
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	2(9)(E)(ii) recognize characteristics of persuasive text, including: distinguishing facts from opinion;
No standard present in the vertical progression	K(8)(F) recognize characteristics of multimodal and digital texts.	1(9)(F) recognize characteristics of multimodal and digital texts.	2(9)(F) recognize characteristics of multimodal and digital texts.

Author's Purpose and Craft

Prekindergarten	Kindergarten	Grade 1	Grade 2
No standard present in the vertical progression	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
No standard present in the vertical progression	K(9)(A) discuss with adult assistance the author's purpose for writing text;	1(10)(A) discuss the author's purpose for writing text;	2(10)(A) discuss the author's purpose for writing text;
No standard present in the vertical progression	K(9)(B) discuss with adult assistance how the use of text structure contributes to the author's purpose;	1(10)(B) discuss how the use of text structure contributes to the author's purpose;	2(10)(B) discuss how the use of text structure contributes to the author's purpose;
No standard present in the vertical progression	K(9)(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	1(10)(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	2(10)(C) discuss the author's use of print and graphic features to achieve specific purposes;
No standard present in the vertical progression	K(9)(D) discuss with adult assistance how the author uses words that help the reader visualize; and	1(10)(D) discuss how the author uses words that help the reader visualize; and	2(10)(D) discuss the use of descriptive, literal, and figurative language;
No standard present in the vertical progression	K(9)(E) listen to and experience first- and third-person texts.	1(10)(E) listen to and experience first- and third-person texts.	2(10)(E) identify the use of first or third person in a text; and
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	2(10)(F) identify and explain the use of repetition.

Composition – Writing Process

Prekindergarten IV. Emergent Literacy – Writing Domain	Kindergarten Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	Grade 1 Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	Grade 2 Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	K(10)(A) plan by generating ideas for writing through class discussions and drawings;	1(11)(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;	2(11)(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;
IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. AND IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes	K(10)(B) develop drafts in oral, pictorial, or written form by organizing ideas;	1(11)(B)(i) develop drafts in oral, pictorial, or written form by: organizing with structure; and	2(11)(B)(i) (B) develop drafts into a focused piece of writing by: (i) organizing with structure; and
No standard present in the vertical progression	No standard present in the vertical progression	1(11)(B)(ii) develop drafts in oral, pictorial, or written form by: developing an idea with specific and relevant details;	2(11)(B)(ii) develop drafts into a focused piece of writing by: developing an idea with specific and relevant details;
IV.B.2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class- made drafts.	K(10)(C) revise drafts by adding details in pictures or words;	1(11)(C) revise drafts by adding details in pictures or words;	2(11)(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
IV.B.2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.	K(10)(D)(i) edit drafts with adult assistance using standard English conventions, including: complete sentences;	1(11)(D)(i) edit drafts using standard English conventions, including: complete sentences with subject-verb agreement;	2(11)(D)(i) edit drafts using standard English conventions, including: complete sentences with subject-verb agreement;
No standard present in the vertical progression	K(10)(D)(ii) edit drafts with adult assistance using standard English conventions, including: verbs;	1(11)(D)(ii) edit drafts using standard English conventions, including: past and present verb tense;	2(11)(D)(ii) edit drafts using standard English conventions, including: past, present, and future verb tense;
No standard present in the vertical progression	K(10)(D)(iii) edit drafts with adult assistance using standard English conventions, including: singular and plural nouns;	1(11)(D)(iii) edit drafts using standard English conventions, including: singular, plural, common, and proper nouns;	2(11)(D)(iii) edit drafts using standard English conventions, including: singular, plural, common, and proper nouns;
No standard present in the vertical progression	K(10)(D)(iv) edit drafts with adult assistance using standard English conventions, including: adjectives, including articles;	1(11)(D)(iv) edit drafts using standard English conventions, including: adjectives, including articles;	2(11)(D)(iv) edit drafts using standard English conventions, including: adjectives, including articles;
No standard present in the vertical progression	K(10)(D)(iv) edit drafts with adult assistance using standard English conventions, including: adjectives, including articles;	1(11)(D)(iv) edit drafts using standard English conventions, including: adjectives, including articles;	2(11)(D)(iv) edit drafts using standard English conventions, including: adjectives, including articles;
No standard present in the vertical progression	No standard present in the vertical progression	1(11)(D)(v) edit drafts using standard English conventions, including: adverbs that convey time;	2(11)(D)(v) edit drafts using standard English conventions, including: adverbs that convey time and adverbs that convey place;

Prekindergarten II. Language and Communication Domain III. Emergent Literacy – Reading Domain IV. Emergent Literacy – Writing Domain	Kindergarten Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	Grade 1 Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	Grade 2 Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
No standard present in the vertical progression	K(10)(D)(v) edit drafts with adult assistance using standard English conventions, including: prepositions;	1(11)(D)(vi) edit drafts using standard English conventions, including: prepositions;	2(11)(D)(vi) edit drafts using standard English conventions, including: prepositions and prepositional phrases;
No standard present in the vertical progression	K(10)(D)(vi) edit drafts with adult assistance using standard English conventions, including: pronouns, including subjective, objective, and possessive cases;	1(11)(D)(vii) edit drafts using standard English conventions, including: pronouns, including subjective, objective, and possessive cases;	2(11)(D)(vii) edit drafts using standard English conventions, including: pronouns, including subjective, objective, and possessive cases;
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	2(11)(D)(viii) edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects and predicates;
III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case. AND IV.C.5. Child begins to experiment with punctuation when writing	K(10)(D)(vii) edit drafts with adult assistance using standard English conventions, including: capitalization of the first letter in a sentence and name;	1(11)(D)(viii) edit drafts using standard English conventions, including: capitalization for the beginning of sentences and the pronoun "I";	2(11)(D)(ix) edit drafts using standard English conventions, including: capitalization of months, days of the week, and the salutation and conclusion of a letter;
III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case. AND IV.C.5. Child begins to experiment with punctuation when writing	K(10)(D)(viii) edit drafts with adult assistance using standard English conventions, including: punctuation marks at the end of declarative sentences;	1(11)(D)(ix) edit drafts using standard English conventions, including: punctuation marks at the end of declarative, exclamatory, and interrogative sentences;	2(11)(D)(x) edit drafts using standard English conventions, including: end punctuation, apostrophes in contractions, and commas with items in a series and in dates;
IV.C.3. Child independently uses letters to make words or parts of words.	K(10)(D)(ix) edit drafts with adult assistance using standard English conventions, including: correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words; and	1(11)(D)(x) edit drafts using standard English conventions, including: correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words with adult assistance; and	2(11)(D)(xi) edit drafts using standard English conventions, including: correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words; and
IV.B.3. Child shares and celebrates class-made and individual written products.	K(10)(E) share writing.	1(11)(E) publish and share writing.	2(11)(E) publish and share writing.

Composition - Genres

Prekindergarten No standard present in the vertical progression	Kindergarten Composition: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	Grade 1 Composition: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	Grade 2 Composition: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities. AND IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes	K(11)(A) dictate or compose literary texts, including personal narratives; and	1(12)(A) dictate or compose literary texts, including personal narratives and poetry;	2(12)(A) compose literary texts, including personal narratives and poetry;
IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities. AND IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes	K(11)(B) dictate or compose informational texts.	1(12)(B) dictate or compose informational texts, including procedural texts; and	2(12)(B) compose informational texts, including procedural texts and reports; and
IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities. AND IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes	No standard present in the vertical progression	1(12)(C) dictate or compose correspondence such as thank you notes or letters.	2(12)(C) compose correspondence such as thank you notes or letters.

Inquiry and Research

Prekindergarten	Kindergarten	Grade 1	Grade 2
No standard present in the vertical progression	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
No standard present in the vertical progression	K(12)(A) generate questions for formal and informal inquiry with adult assistance;	1(13)(A) generate questions for formal and informal inquiry with adult assistance;	2(13)(A) generate questions for formal and informal inquiry with adult assistance;
No standard present in the vertical progression	K(12)(B) develop and follow a research plan with adult assistance;	1(13)(B) develop and follow a research plan with adult assistance;	2(13)(B) develop and follow a research plan with adult assistance;
No standard present in the vertical progression	K(12)(C) gather information from a variety of sources with adult assistance;	1(13)(C) identify and gather relevant sources and information to answer the questions with adult assistance;	2(13)(C) identify and gather relevant sources and information to answer the questions;
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	2(13)(D) identify primary and secondary sources;
No standard present in the vertical progression	K(12)(D) demonstrate understanding of information gathered with adult assistance; and	1(13)(D) demonstrate understanding of information gathered with adult assistance; and	2(13)(E) demonstrate understanding of information gathered;
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	2(13)(F) cite sources appropriately; and
No standard present in the vertical progression	K(12)(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	1(13)(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	2(13)(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.