

(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ESOL I	ESOL II
<p>(A) describe the emotional impact of and personal connections to a variety of sources such as self selected or teacher selected texts;</p> <p>(B) discuss personal observations and, support with text evidence;</p> <p>(C) retell texts in ways that maintain meaning and logical order;</p> <p>(D) react to a variety of sources read, heard, or viewed in meaningful ways such as illustrating or writing; and</p> <p>(E) respond to various sources embedding acquired vocabulary as appropriate.</p>	<p>(A) describe the emotional impact of and personal connections to a variety of sources such as self selected or teacher selected texts;</p> <p>(B) explain personal viewpoints and, support with text evidence;</p> <p>(C) retell texts in ways that maintain meaning and logical order;</p> <p>(D) react to a variety of sources read, heard, or viewed in meaningful ways such as writing or illustrating; and</p> <p>(E) respond to various sources embedding acquired vocabulary as appropriate.</p>	<p>(A) describe the emotional impact of and personal connections to a variety of sources such as self selected or teacher selected texts;</p> <p>(B) explain multiple viewpoints, such as personal and character, and support with text evidence;</p> <p>(C) paraphrase texts in ways that maintain meaning and logical order;</p> <p>(D) react to a variety of sources read, heard, or viewed in meaningful ways such as writing or illustrating; and</p> <p>(E) respond to various sources embedding acquired vocabulary as appropriate.</p>	<p>(A) describe the emotional impact of and personal connections to a variety of sources including self selected texts;</p> <p>(B) explain multiple viewpoints such as personal, character, and support with text evidence;</p> <p>(C) paraphrase texts in ways that maintain meaning and logical order;</p> <p>(D) react to a variety of sources read, heard, or viewed in meaningful ways such as note-taking, annotating, free writing, or illustrating;</p> <p>(E) respond to various sources embedding acquired vocabulary as appropriate; and</p> <p>(F) discuss specific ideas in the text important to the implied meaning.</p>	<p>(A) describe the emotional impact of and personal connections to a variety of sources including self selected texts;</p> <p>(B) describe multiple viewpoints including personal, character, and author and, support with text evidence;</p> <p>(C) paraphrase or summarize texts in ways that maintain meaning and logical order;</p> <p>(D) discuss specific ideas in the text important to the implied meaning;</p> <p>(E) respond to various sources embedding acquired vocabulary as appropriate; and</p> <p>(F) discuss similarities and differences across a variety of sources.</p>	<p>(A) describe the emotional impact of and personal connections to a variety of sources including self selected texts;</p> <p>(B) describe multiple perspectives including personal, character, and author and support text evidence;</p> <p>(C) discuss and write about specific ideas in the text important to the implied meaning;</p> <p>(D) paraphrase or summarize texts in ways that maintain meaning and logical order;</p> <p>(E) discuss similarities and differences across a variety of sources;</p> <p>(F) respond to various sources embedding acquired vocabulary as appropriate.</p>	<p>(A) describe the emotional impact of and personal connections to a variety of sources including self selected texts;</p> <p>(B) interpret ideas from a variety of sources and provide relevant text evidence to demonstrate understanding;</p> <p>(C) discuss and write about the implicit and explicit meanings of text;</p> <p>(D) interact with a variety of sources read, heard, or viewed in meaningful ways such as notetaking, annotating, and free writing;</p> <p>[(E) to align with high school]</p> <p>(E) reflect on and adjust responses when valid evidence is presented;</p> <p>(F) paraphrase or summarize texts in ways that maintain meaning and logical order;</p> <p>(G) compare multiple sources including different genres and write a response with accurate and relevant text evidence;</p> <p>[check with Collaboration on H and I]</p> <p>(H) respond to ideas and feedback about personal and academic writing; and</p> <p>(I) respond to various audiences with appropriate register, vocabulary, and voice.</p>	<p>(A) describe the emotional impact of and personal connections to a variety of sources including self selected texts;</p> <p>(B) defend, challenge, or qualify insights gained from a variety of sources using accurate and relevant text evidence;</p> <p>(C) reflect on and write about the implicit and explicit meanings of text;</p> <p>(D) communicate a text's relevance and credibility based on its context and source;</p> <p>(E) interact with a variety of sources read, heard, or viewed in meaningful ways such as note taking, annotating, freewriting, or illustrating;</p> <p>[(F) to align with Eng. II-IV]</p> <p>(F) reflect on and adjust responses when valid evidence warrants;</p> <p>(G) paraphrase or summarize texts in ways that maintain meaning and logical order;</p> <p>(H) compare multiple sources including different genres and write a response with accurate and relevant text evidence and commentary;</p> <p>[check with Collaboration on I and J]</p> <p>(I) respond to ideas and feedback about personal and academic writing; and</p> <p>(J) respond to various audiences with appropriate register, vocabulary, and voice.</p>	<p>(A) describe the emotional impact of and personal connections to a variety of sources including self selected texts;</p> <p>(B) defend, challenge, or qualify insights gained from a variety of sources using accurate and relevant text evidence;</p> <p>(C) reflect on and write about the implicit and explicit meanings of text;</p> <p>(D) interact with a variety of sources read, heard, or viewed in meaningful ways such as note taking, annotating, freewriting, or illustrating;</p> <p>[(E) to make more response than comprehension]</p> <p>(E) reflect on and adjust responses when valid evidence warrants;</p> <p>(F) paraphrase or summarize texts in ways that maintain meaning and logical order;</p> <p>(G) compare multiple sources including different genres and write a response with accurate and relevant text evidence and commentary;</p> <p>[check with Collaboration on H and I]</p> <p>(H) respond to ideas and feedback about personal and academic writing; and</p> <p>(I) respond to various audiences with appropriate register, vocabulary, and voice.</p>