



Language and Literacy Vertical Alignment, *Prekindergarten – Grade 2*

	Prekindergarten- PK3/PK4	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. Emergent Literacy: 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	<i>II. Emergent Literacy: Language and Communication</i> A. Listening Comprehension B. Speaking (Conversation) C. Articulation D. Vocabulary E. Sentences and Structure <i>III. Emergent Literacy: Reading</i> A. Motivation to Read B. Phonological Awareness C. Alphabet Knowledge D. Comprehension of Text E. Concepts of Print <i>IV. Emergent Literacy: Writing</i> A. Motivation to Write B. Writing as a Process C. Conventions in Writing	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	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	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

ORAL LANGUAGE

<p>Prekindergarten-PK3 <i>II. Emergent Literacy: Language and Communication Domain</i> A. Listening Comprehension B. Speaking (Conversation) C. Articulation D. Vocabulary E. Sentences and Structure</p>	<p>Prekindergarten-PK4 <i>II. Emergent Literacy: Language and Communication Domain</i> A. Listening Comprehension B. Speaking (Conversation) C. Articulation D. Vocabulary E. Sentences and Structure</p>	<p>Kindergarten K(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:</p>	<p>Grade 1 1(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:</p>	<p>Grade 2 2(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:</p>
<p>PK3.II.A.1 Child responds to situations in ways that demonstrate an understanding of what has been communicated.</p>	<p>PK4.II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.</p>	<p>K(1)(A) listen actively and ask questions to understand information and answer questions using multi-word responses.</p>	<p>1(1)(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.</p>	<p>2(1)(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.</p>
<p>PK3.II.A.2 Child shows understanding by following two-step verbal directions.</p>	<p>PK4.II.A.2 Child shows understanding by following three-step verbal directions.</p>	<p>K(1)(B) restate and follow oral directions that involve a short, related sequence of actions.</p>	<p>1(1)(B) follow, restate, and give oral instructions that involve a short, related sequence of actions.</p>	<p>2(1)(B) follow, restate, and give oral instructions that involve a short, related sequence of actions.</p>
<p>PK3.II.B.1 Child uses language to communicate basic needs and wants.</p>	<p>PK4.II.B.1 Child uses language for multiple purposes.</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>
<p>PK3.II.B.2 Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers.</p> <p>PK3.II.B.4 Child begins to use appropriate language for different situations.</p>	<p>PK4.II.B.2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.</p> <p>PK4.II.B.4 Child matches language to social contexts.</p>	<p>K(1)(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns.</p> <p>K(1)(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.</p>	<p>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.</p> <p>1(1)(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p>	<p>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.</p> <p>2(1)(E) develop social communication such as distinguishing between asking and telling.</p>

<p>Prekindergarten-PK3 <i>II. Emergent Literacy: Language and Communication Domain</i> A. Listening Comprehension B. Speaking (Conversation) C. Articulation D. Vocabulary E. Sentences and Structure</p>	<p>Prekindergarten-PK4 <i>II. Emergent Literacy: Language and Communication Domain</i> A. Listening Comprehension B. Speaking (Conversation) C. Articulation D. Vocabulary E. Sentences and Structure</p>	<p>Kindergarten K(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:</p>	<p>Grade 1 1(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:</p>	<p>Grade 2 2(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:</p>
<p>PK3.II.B.3 Child is able to communicate basic information in familiar social settings.</p>	<p>PK4.II.B.3 Child provides appropriate information in various settings.</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>
<p>PK3.II.C.1 Child's speech is understood by familiar adults and peers. PK3.II.E.3 Child uses simple sentence structures with at least one idea. PK3.II.E.4 Child understands increasingly longer sentences that combine two ideas.</p>	<p>PK4.II.C.1 Child's speech is understood by both familiar and unfamiliar adults and peers. PK4.II.E.3 Child uses sentences that combine multiple phrases or ideas. PK4.II.E.4 Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.</p>	<p>K(1)(C) share information and ideas by speaking audibly and clearly using the conventions of language.</p>	<p>1(1)(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.</p>	<p>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.</p>
<p>PK3.II.D.2 Child understands (receptive) the instructional language of the classroom.</p>	<p>PK4.II.D.2 Child understands (receptive) and uses (expressive) the instructional language of the classroom.</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>
<p>PK3.II.E.1 Child typically uses simple sentences of three to four words, usually in correct word order.</p>	<p>PK4.II.E.1 Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order.</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>
<p>PK3.II.E.2 Child begins to use regular plurals and regular past tense correctly.</p>	<p>PK4.II.E.2 Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>

CONCEPTS OF PRINT

Prekindergarten-PK3 <i>III. Emergent Literacy: Reading Domain</i> A. Motivation to Read E. Concepts of Print	Prekindergarten-PK4 <i>III. Emergent Literacy: Reading Domain</i> A. Motivation to Read E. Concepts of Print	Kindergarten K(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student demonstrates print awareness by:	Grade 1 1(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student demonstrates print awareness by:	Grade 2 N/A
PK3.III.A.1 Child demonstrates an interest in pictures, text, and stories read aloud.	PK4.III.A.1 Child engages in story-related pre-reading activities.	K(2)(D)(i) identifying the front cover, back cover, and title page of a book.	1(2)(D) identifying the information that different parts of a book provide.	No standard present in the vertical progression
PK3.III.A.3 Child notices and connects meaning to environmental print.	PK4.III.A.3 Child recognizes that all print carries meaning and serves as a means for communication.	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
PK3.III.E.1 Child can distinguish between pictures and print.	PK4.III.E.1 Child can distinguish between elements of print including letters, words, and pictures.	K(2)(D)(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries. K(2)(D)(iv) recognizing the difference between a letter and a printed word.	No standard present in the vertical progression	No standard present in the vertical progression
PK3.III.E.2 Child handles books with increasing skill and imitates reading with awareness of directionality (e.g., imitates reading text across a page).	PK4.III.E.2 Child holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends, turns pages, points to words left to right, top to bottom, with correct sweeping).	K(2)(D)(ii) 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

PHONOLOGICAL AWARENESS, PHONICS & MORPHOLOGY

<p>Prekindergarten-PK3 <i>II. Emergent Literacy: Language and Communication Domain</i> C. Articulation</p> <p><i>III. Emergent Literacy: Reading Domain</i> B. Phonological Awareness C. Alphabet Knowledge</p>	<p>Prekindergarten-PK4 <i>II. Emergent Literacy: Language and Communication Domain</i> C. Articulation</p> <p><i>III. Emergent Literacy: Reading Domain</i> B. Phonological Awareness C. Alphabet Knowledge</p>	<p>Kindergarten K(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>	<p>Grade 1 1(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>	<p>Grade 2 2(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>
<p>PK3.III.B.1 Child recognizes when a word in a spoken sentence is changed.</p>	<p>PK4.III.B.1 Child identifies the individual words in a spoken sentence.</p>	<p>K(2)(A)(iii) demonstrate phonological awareness by: identifying the individual words in a spoken sentence.</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>
<p>PK3.II.C.2 Child begins to mimic intonation of language through songs and fingerplays.</p> <p>PK3.III.B.6 Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplays.</p>	<p>PK4.II.C.2 Child demonstrates growing understanding of the intonation of language.</p> <p>PK4.III.B.6 Child identifies rhyming words.</p>	<p>K(2)(A)(i) demonstrate phonological awareness by: identifying and producing rhyming words.</p>	<p>1(2)(A)(i) demonstrate phonological awareness by: producing a series of rhyming words.</p>	<p>2(2)(A)(i) demonstrate phonological awareness by: producing a series of rhyming words.</p>
<p>PK3.III.B.2 Child begins to distinguish differences between similar-sounding words.</p>	<p>PK4.III.B.2 Child distinguishes differences between similar-sounding words.</p>	<p>K(2)(A)(iv) demonstrate phonological awareness by: identifying syllables in spoken words.</p>	<p>1(2)(A)(iii) demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable words.</p>	<p>2(2)(A)(ii) demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable and multi-syllable words.</p>
<p>PK3.III.B.3 Child recognizes the individual words in a compound word.</p>	<p>PK4.III.B.3 Child uses two familiar base words to form a compound word with pictorial or gestural supports.</p>	<p>K(2)(A)(iv) demonstrate phonological awareness by: identifying syllables in spoken words.</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>

<p>Prekindergarten-PK3 <i>II. Emergent Literacy: Language and Communication Domain</i> C. Articulation</p> <p><i>III. Emergent Literacy: Reading Domain</i> B. Phonological Awareness C. Alphabet Knowledge</p>	<p>Prekindergarten-PK4 <i>II. Emergent Literacy: Language and Communication Domain</i> C. Articulation</p> <p><i>III. Emergent Literacy: Reading Domain</i> B. Phonological Awareness C. Alphabet Knowledge</p>	<p>Kindergarten K(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>	<p>Grade 1 1(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>	<p>Grade 2 2(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>
<p>PK3.III.B.4 *Three-year olds do not typically develop word manipulation skills, so no outcome is included.</p>	<p>PK4.III.B.4 Child manipulates compound words with pictorial or gestural support.</p>	<p>K(2)(A)(ix) demonstrate phonological awareness by: manipulating syllables within a multisyllabic word.</p>	<p>1(2)(A)(vi) demonstrate phonological awareness by: manipulating phonemes within base words.</p>	<p>2(2)(A)(iv) demonstrate phonological awareness by: manipulating phonemes within base words.</p>
<p>PK3.III.B.5 Child participates in oral syllabication activities.</p>	<p>PK4.III.B.5 Child begins to blend and segment syllables in multisyllabic words.</p>	<p>K(2)(A)(iv) demonstrate phonological awareness by: identifying syllables in spoken words.</p> <p>K(2)(A)(v) demonstrate phonological awareness by: blending syllables to form multisyllabic words.</p> <p>K(2)(A)(vi) demonstrate phonological awareness by: segmenting multisyllabic words into syllables.</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>
<p>PK3.III.B.7 Child uses alliteration through playful activities such as songs and read alouds.</p>	<p>PK4.III.B.7 Child identifies alliterative words with pictorial support.</p>	<p>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.</p>	<p>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.</p>	<p>No standard present in the vertical progression</p>
<p>PK3.III.B.8 Child participates in onset-rime blending activities (in English only).</p>	<p>PK4.III.B.8 Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).</p>	<p>K(2)(A)(vii) demonstrate phonological awareness by: blending spoken onsets and rimes to form simple words.</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>

<p>Prekindergarten-PK3</p> <p><i>II. Emergent Literacy: Language and Communication Domain</i></p> <p>C. Articulation</p> <p><i>III. Emergent Literacy: Reading Domain</i></p> <p>B. Phonological Awareness</p> <p>C. Alphabet Knowledge</p>	<p>Prekindergarten-PK4</p> <p><i>II. Emergent Literacy: Language and Communication Domain</i></p> <p>C. Articulation</p> <p><i>III. Emergent Literacy: Reading Domain</i></p> <p>B. Phonological Awareness</p> <p>C. Alphabet Knowledge</p>	<p>Kindergarten</p> <p>K(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>	<p>Grade 1</p> <p>1(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>	<p>Grade 2</p> <p>2(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>
<p>PK3.III.B.9 *Three-year olds do not typically develop phonemic awareness, so no outcome is included*</p>	<p>PK4.III.B.9 Child blends and segments one-syllable words by phonemes with visual or gestural support.</p>	<p>K(2)(A)(viii) demonstrate phonological awareness by: blending spoken phonemes to form one-syllable words.</p> <p>K(2)(A)(x) demonstrate phonological awareness by: segmenting spoken one-syllable words into individual phonemes.</p>	<p>1(2)(A)(v) demonstrate phonological awareness by: blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.</p> <p>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.</p>	<p>No standard present in the vertical progression</p>
<p>PK3.III.C.1 Child shows awareness of letters by singing alphabet songs and recognizing some frequently encountered letters (e.g., first letter of name or letters in environmental print).</p> <p>PK3.III.C.2 Child identifies the letter associated with the sound of the first letter of his name.</p> <p>PK3.III.C.3 Child produces the correct sound for the first letter of his name.</p>	<p>PK4.III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).</p> <p>PK4.III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.</p> <p>PK4.III.C.3 Child produces at least 20 distinct letter-sound correspondences.</p>	<p>K(2)(B)(i) demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent.</p> <p>K(2)(D)(v) demonstrate print awareness by: identifying all uppercase and lowercase letters.</p>	<p>1(2)(B)(i) demonstrate and apply phonetic knowledge by: decoding words in isolation and in context by applying common letter sound correspondences.</p>	<p>No standard present in the vertical progression</p>

<p>Prekindergarten-PK3 <i>II. Emergent Literacy: Language and Communication Domain</i> C. Articulation</p> <p><i>III. Emergent Literacy: Reading Domain</i> B. Phonological Awareness C. Alphabet Knowledge</p>	<p>Prekindergarten-PK4 <i>II. Emergent Literacy: Language and Communication Domain</i> C. Articulation</p> <p><i>III. Emergent Literacy: Reading Domain</i> B. Phonological Awareness C. Alphabet Knowledge</p>	<p>Kindergarten K(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>	<p>Grade 1 1(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>	<p>Grade 2 2(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	<p>K(2)(B)(ii) demonstrate and apply phonetic knowledge by: using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.</p>	<p>1(2)(B)(ii) demonstrate and apply phonetic knowledge by: decoding words with initial and final consonant blends, digraphs, and trigraphs.</p>	<p>2(2)(B)(i) demonstrate and apply phonetic knowledge by: decoding words with short, long, or variant vowels, trigraphs, and blends.</p> <p>2(2)(B)(ii) demonstrate and apply phonetic knowledge by: decoding words with silent letters such as knife and gnat.</p>
No standard present in the vertical progression	No standard present in the vertical progression	<p>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.</p>	<p>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.</p>	<p>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.</p>
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	<p>1(2)(B)(iv) demonstrate and apply phonetic knowledge by: using knowledge of base words to decode common compound words and contractions.</p>	<p>2(2)(B)(iv) demonstrate and apply phonetic knowledge by: decoding compound words, contractions, and common abbreviations.</p>

<p>Prekindergarten-PK3 <i>II. Emergent Literacy: Language and Communication Domain</i> C. Articulation</p> <p><i>III. Emergent Literacy: Reading Domain</i> B. Phonological Awareness C. Alphabet Knowledge</p>	<p>Prekindergarten-PK4 <i>II. Emergent Literacy: Language and Communication Domain</i> C. Articulation</p> <p><i>III. Emergent Literacy: Reading Domain</i> B. Phonological Awareness C. Alphabet Knowledge</p>	<p>Kindergarten K(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>	<p>Grade 1 1(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>	<p>Grade 2 2(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	1(2)(B)(v) demonstrate and apply phonetic knowledge by: decoding words with inflectional endings, including -ed, -s, and -es.	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.
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)(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	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.
No standard present in the vertical progression	No standard present in the vertical progression	K(2)(C)(i) demonstrate and apply spelling knowledge by: spelling words with VC, CVC, and CCVC.	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.

<p>Prekindergarten-PK3 <i>II. Emergent Literacy: Language and Communication Domain</i> C. Articulation</p> <p><i>III. Emergent Literacy: Reading Domain</i> B. Phonological Awareness C. Alphabet Knowledge</p>	<p>Prekindergarten-PK4 <i>II. Emergent Literacy: Language and Communication Domain</i> C. Articulation</p> <p><i>III. Emergent Literacy: Reading Domain</i> B. Phonological Awareness C. Alphabet Knowledge</p>	<p>Kindergarten K(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>	<p>Grade 1 1(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>	<p>Grade 2 2(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	1(2)(C)(ii) demonstrate and apply spelling knowledge by: spelling words with initial and final consonant blends, digraphs, and trigraphs.	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	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	No standard present in the vertical progression	K(2)(C)(ii) demonstrate and apply spelling knowledge by: spelling words using sound-spelling patterns.	1(2)(C)(iii) demonstrate and apply spelling knowledge by: spelling words using sound-spelling patterns.	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	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.
No standard present in the vertical progression	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.	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>Prekindergarten-PK3</p> <p><i>II. Emergent Literacy: Language and Communication Domain</i></p> <p>C. Articulation</p> <p><i>III. Emergent Literacy: Reading Domain</i></p> <p>B. Phonological Awareness</p> <p>C. Alphabet Knowledge</p>	<p>Prekindergarten-PK4</p> <p><i>II. Emergent Literacy: Language and Communication Domain</i></p> <p>C. Articulation</p> <p><i>III. Emergent Literacy: Reading Domain</i></p> <p>B. Phonological Awareness</p> <p>C. Alphabet Knowledge</p>	<p>Kindergarten</p> <p>K(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>	<p>Grade 1</p> <p>1(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>	<p>Grade 2</p> <p>2(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>
<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p>1(2)(E) alphabetize a series of words to the first or second letter and use a dictionary to find words.</p>	<p>2(2)(D) alphabetize a series of words and use a dictionary or glossary to find words.</p>

VOCABULARY

<p>Prekindergarten-PK3 <i>II. Emergent Literacy: Language and Communication Domain</i> D. Vocabulary</p>	<p>Prekindergarten-PK4 <i>II. Emergent Literacy: Language and Communication Domain</i> D. Vocabulary</p>	<p>Kindergarten K(3) 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: AND K(6) 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:</p>	<p>Grade 1 1(3) 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: AND 1(7) 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:</p>	<p>Grade 2 2(3) 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: AND (7) 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:</p>
<p>PK3.II.D.1 Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.</p>	<p>PK4.II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.</p>	<p>K(3)(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p>	<p>1(3)(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.</p>	<p>2(3)(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p>
<p>PK3.II.D.3 Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.</p>	<p>PK4.II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.</p>	<p>K(6)(F) respond using newly acquired vocabulary as appropriate.</p>	<p>1(7)(F) respond using newly acquired vocabulary as appropriate.</p>	<p>2(7)(F) respond using newly acquired vocabulary as appropriate.</p>
<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p>K(3)(A) use a resource such as a picture dictionary or digital resource to find words.</p>	<p>1(3)(A) use a resource such as a picture dictionary or digital resource to find words.</p>	<p>2(3)(A) use print or digital resources to determine meaning and pronunciation of unknown words.</p>

<p>Prekindergarten-PK3 <i>II. Emergent Literacy: Language and Communication Domain</i> D. Vocabulary</p>	<p>Prekindergarten-PK4 <i>II. Emergent Literacy: Language and Communication Domain</i> D. Vocabulary</p>	<p>Kindergarten K(3) 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: AND K(6) 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:</p>	<p>Grade 1 1(3) 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: AND 1(7) 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:</p>	<p>Grade 2 2(3) 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: AND (7) 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:</p>
<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p>K(3)(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p>	<p>1(3)(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings.</p>	<p>2(3)(B) use context within and beyond a sentence to determine the meaning of unfamiliar words.</p>
<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p>1(3)(C) identify the meaning of words with the affixes -s, -ed, and -ing.</p>	<p>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.</p>

SELF-SUSTAINED READING

<p>Prekindergarten-PK3 <i>III. Emergent Literacy: Reading Domain</i> A. Motivation to Read</p>	<p>Prekindergarten-PK4 <i>III. Emergent Literacy: Reading Domain</i> A. Motivation to Read</p>	<p>Kindergarten K(4) 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: AND K(5) 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:</p>	<p>Grade 1 K(5) 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: AND 1(6) 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:</p>	<p>Grade 2 2(5) 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: AND 2(6) 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:</p>
<p>PK3.III.A.1 Child demonstrates an interest in pictures, text, and stories read aloud.</p> <p>PK3.III.A.2 Child tells a story by looking at pictures or from memory.</p>	<p>PK4.III.A.1 Child engages in story-related pre-reading activities.</p> <p>PK4.III.A.2 Child self-selects books and other written materials to engage in pre-reading behaviors.</p>	<p>K(4)(A) self-select text and interact independently with text for increasing periods of time.</p> <p>K(5)(A) establish purpose for reading assigned and self-selected texts with adult assistance.</p>	<p>1(5)(A) self-select text and interact independently with text for increasing periods of time.</p> <p>1(6)(A) establish purpose for reading assigned and self-selected texts with adult assistance.</p>	<p>2(5)(A) self-select text and read independently for sustained periods of time.</p> <p>2(6)(A) establish purpose for reading assigned and self-selected texts.</p>

FLUENCY

Prekindergarten-PK3 N/A	Prekindergarten-PK4 N/A	Kindergarten N/A	Grade 1 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:	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:
No standard present in the vertical progression	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.

COMPREHENSION

Prekindergarten-PK3 <i>III. Emergent Literacy: Reading Domain</i> D. Comprehension of Text	Prekindergarten-PK4 <i>III. Emergent Literacy: Reading Domain</i> D. Comprehension of Text	Kindergarten K(5) 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:	Grade 1 1(6) 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:	Grade 2 2(6) 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:
PK3.III.D.2 Child makes personal connections to books read aloud.	PK4.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. K(5)(H) synthesize information to create new understanding with adult assistance.	1(6)(E) make connections to personal experiences, ideas in other texts, and society with adult assistance. 1(6)(H) synthesize information to create new understanding with adult assistance.	2(6)(E) make connections to personal experiences, ideas in other texts, and society. 2(6)(H) synthesize information to create new understanding.

Prekindergarten-PK3 <i>III. Emergent Literacy: Reading Domain</i> D. Comprehension of Text	Prekindergarten-PK4 <i>III. Emergent Literacy: Reading Domain</i> D. Comprehension of Text	Kindergarten K(5) 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:	Grade 1 1(6) 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:	Grade 2 2(6) 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:
PK3.III.D.3 Child asks and answers age-appropriate questions about a book.	PK4.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.
PK3.III.D.4 Child attempts to make predictions by looking at the cover of a book or the pictures within a story.	PK4.III.D.4 Child makes inferences and predictions about a text.	K(5)(C) make and confirm predictions using text features and structures with adult assistance. K(5)(F) make inferences and use evidence to support understanding with adult assistance.	1(6)(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance. 1(6)(F) make inferences and use evidence to support understanding with adult assistance.	2(6)(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures. 2(6)(F) make inferences and use evidence to support understanding.
No standard present in the vertical progression	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.
No standard present in the vertical progression	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.
No standard present in the vertical progression	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-PK3 <i>II. Emergent Literacy: Language and Communication</i> D. Vocabulary <i>III. Emergent Literacy: Reading Domain</i> D. Comprehension of Text	Prekindergarten-PK4 <i>II. Emergent Literacy: Language and Communication</i> D. Vocabulary <i>III. Emergent Literacy: Reading Domain</i> D. Comprehension of Text	Kindergarten K(6) 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:	Grade 1 1(7) 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:	Grade 2 2(7) 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	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	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	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.
PK3.III.D.1 Child re-enacts a story after it has been read aloud.	PK4.III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.	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	No standard present in the vertical progression	K(6)(E) interact with sources in meaningful ways such as illustrating or writing.	1(7)(E) interact with sources in meaningful ways such as illustrating or writing.	2(7)(E) interact with sources in meaningful ways such as illustrating or writing.
PK3.II.D.3 Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.	PK4.II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.	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.

LITERARY ELEMENTS

<p>Prekindergarten-PK3 <i>III. Emergent Literacy: Reading Domain</i> D. Comprehension of Text</p>	<p>Prekindergarten-PK4 <i>III. Emergent Literacy: Reading Domain</i> D. Comprehension of Text</p>	<p>Kindergarten K(7) 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:</p>	<p>Grade 1 1(8) 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:</p>	<p>Grade 2 2(8) 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:</p>
<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p>K(7)(A) discuss topics and determine the basic theme using text evidence with adult assistance.</p>	<p>1(8)(A) discuss topics and determine theme using text evidence with adult assistance.</p>	<p>2(8)(A) discuss topics and determine theme using text evidence with adult assistance.</p>
<p>PK3.III.D.1 Child re-enacts a story after it has been read aloud.</p> <p>PK3.III.D.3 Child asks and answers age-appropriate questions about a book.</p>	<p>PK4.III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.</p> <p>PK4.III.D.3 Child asks and responds to questions relevant to the text read aloud.</p>	<p>K(7)(B) identify and describe the main character(s).</p> <p>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.</p> <p>K(7)(D) describe the setting.</p>	<p>1(8)(B) describe the main character(s) and the reason(s) for their actions.</p> <p>1(8)(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.</p> <p>1(8)(D) describe the setting.</p>	<p>2(8)(B) describe the main character's (characters') internal and external traits.</p> <p>2(8)(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.</p> <p>2(8)(D) describe the importance of the setting.</p>

GENRES

Prekindergarten-PK3 <i>III. Emergent Literacy: Reading Domain</i> B. Phonological Awareness	Prekindergarten-PK4 <i>III. Emergent Literacy: Reading Domain</i> B. Phonological Awareness	Kindergarten K(8) 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:	Grade 1 1(9) 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:	Grade 2 2(9) 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	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.
PK3.III.B.6 Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay.	PK4.III.B.6 Child identifies 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	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	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-PK3 <i>III. Emergent Literacy: Reading Domain</i> B. Phonological Awareness	Prekindergarten-PK4 <i>III. Emergent Literacy: Reading Domain</i> B. Phonological Awareness	Kindergarten K(8) 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:	Grade 1 1(9) 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:	Grade 2 2(9) 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	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.	1(9)(D)(ii) recognize characteristics and structures of informational text, including: features and simple graphics to locate or gain information.	2(9)(D)(ii) recognize characteristics and structures of informational text, including: features and graphics to locate and gain information.
No standard present in the vertical progression	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	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.	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.	2(9)(E)(i) recognize characteristics of persuasive text, including: stating what the author is trying to persuade the reader to think or do.
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(9)(E)(ii) recognize characteristics of persuasive text, including: distinguishing facts from opinion.
No standard present in the vertical progression	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 & CRAFT

Prekindergarten-PK3 N/A	Prekindergarten-PK4 N/A	Kindergarten K(9) 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:	Grade 1 1(10) 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:	Grade 2 2(10) 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	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	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	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	No standard present in the vertical progression	K(9)(D) discuss with adult assistance how the author uses words that help the reader visualize.	1(10)(D) discuss how the author uses words that help the reader visualize.	2(10)(D) discuss the use of descriptive, literal, and figurative language.
No standard present in the vertical progression	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.
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(10)(F) identify and explain the use of repetition.

COMPOSITION- WRITING PROCESS

<p>Prekindergarten-PK3</p> <p><i>*III. Emergent Literacy: Reading Domain</i></p> <p>E. Concepts of Print</p> <p><i>IV. Emergent Literacy: Writing Domain</i></p> <p>A. Motivation to Write</p> <p>B. Writing as a Process</p> <p>C. Conventions in Writing</p>	<p>Prekindergarten-PK4</p> <p><i>*III. Emergent Literacy: Reading Domain</i></p> <p>E. Concepts of Print</p> <p><i>IV. Emergent Literacy: Writing Domain</i></p> <p>A. Motivation to Write</p> <p>B. Writing as a Process</p> <p>C. Conventions in Writing</p>	<p>Kindergarten</p> <p>K(10) 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:</p> <p>AND</p> <p>K(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>	<p>Grade 1</p> <p>1(11) 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:</p> <p>AND</p> <p>1(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>	<p>Grade 2</p> <p>2(11) 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:</p> <p>AND</p> <p>2(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>
<p>PK3.IV.A.1 Child engages in free-choice drawing and writing activities.</p> <p>PK3.IV.A.2 Child attempts to draw and write for many purposes and begins to explore different writing tools.</p> <p>PK3.IV.C.2 Child uses drawings, scribbles, and mock letters to communicate ideas.</p>	<p>PK4.IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <p>PK4.IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.</p> <p>PK4.IV.C.2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.</p>	<p>K(10)(B) develop drafts in oral, pictorial, or written form by: organizing ideas.</p>	<p>1(11)(B)(i) develop drafts in oral, pictorial, or written form by: organizing with structure.</p>	<p>2(11)(B)(i) develop drafts into a focused piece of writing by: organizing with structure.</p>

<p>Prekindergarten-PK3 <i>*III. Emergent Literacy: Reading Domain</i> E. Concepts of Print</p> <p><i>IV. Emergent Literacy: Writing Domain</i> A. Motivation to Write B. Writing as a Process C. Conventions in Writing</p>	<p>Prekindergarten-PK4 <i>*III. Emergent Literacy: Reading Domain</i> E. Concepts of Print</p> <p><i>IV. Emergent Literacy: Writing Domain</i> A. Motivation to Write B. Writing as a Process C. Conventions in Writing</p>	<p>Kindergarten</p> <p>K(10) 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:</p> <p>AND</p> <p>K(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>	<p>Grade 1</p> <p>1(11) 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:</p> <p>AND</p> <p>1(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>	<p>Grade 2</p> <p>2(11) 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:</p> <p>AND</p> <p>2(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	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.
PK3.IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities with adult prompting.	PK4.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.
PK3.IV.B.2 Child observes and discusses ideas for revising (add, take out, change) drawings and/or written words in whole/small group writing activities.	PK4.IV.B.2 Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities.	<p>K(10)(C) revise drafts by adding details in pictures or words.</p> <p>K(10)(D)(i) edit drafts with adult assistance using standard English conventions, including: complete sentences.</p>	<p>1(11)(C) revise drafts by adding details in pictures or words.</p> <p>1(11)(D)(i) edit drafts using standard English conventions, including: complete sentences with subject-verb agreement.</p>	<p>2(11)(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences.</p> <p>2(11)(D)(i) edit drafts using standard English conventions, including: complete sentences with subject-verb agreement.</p>

<p>Prekindergarten-PK3 *III. Emergent Literacy: Reading Domain E. Concepts of Print</p> <p>IV. Emergent Literacy: Writing Domain A. Motivation to Write B. Writing as a Process C. Conventions in Writing</p>	<p>Prekindergarten-PK4 *III. Emergent Literacy: Reading Domain E. Concepts of Print</p> <p>IV. Emergent Literacy: Writing Domain A. Motivation to Write B. Writing as a Process C. Conventions in Writing</p>	<p>Kindergarten</p> <p>K(10) 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:</p> <p>AND</p> <p>K(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>	<p>Grade 1</p> <p>1(11) 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:</p> <p>AND</p> <p>1(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>	<p>Grade 2</p> <p>2(11) 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:</p> <p>AND</p> <p>2(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	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	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	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	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.

<p>Prekindergarten-PK3</p> <p><i>*III. Emergent Literacy: Reading Domain</i></p> <p>E. Concepts of Print</p> <p><i>IV. Emergent Literacy: Writing Domain</i></p> <p>A. Motivation to Write</p> <p>B. Writing as a Process</p> <p>C. Conventions in Writing</p>	<p>Prekindergarten-PK4</p> <p><i>*III. Emergent Literacy: Reading Domain</i></p> <p>E. Concepts of Print</p> <p><i>IV. Emergent Literacy: Writing Domain</i></p> <p>A. Motivation to Write</p> <p>B. Writing as a Process</p> <p>C. Conventions in Writing</p>	<p>Kindergarten</p> <p>K(10) 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:</p> <p>AND</p> <p>K(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>	<p>Grade 1</p> <p>1(11) 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:</p> <p>AND</p> <p>1(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>	<p>Grade 2</p> <p>2(11) 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:</p> <p>AND</p> <p>2(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	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	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	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.

<p>Prekindergarten-PK3</p> <p><i>*III. Emergent Literacy: Reading Domain</i></p> <p>E. Concepts of Print</p> <p><i>IV. Emergent Literacy: Writing Domain</i></p> <p>A. Motivation to Write</p> <p>B. Writing as a Process</p> <p>C. Conventions in Writing</p>	<p>Prekindergarten-PK4</p> <p><i>*III. Emergent Literacy: Reading Domain</i></p> <p>E. Concepts of Print</p> <p><i>IV. Emergent Literacy: Writing Domain</i></p> <p>A. Motivation to Write</p> <p>B. Writing as a Process</p> <p>C. Conventions in Writing</p>	<p>Kindergarten</p> <p>K(10) 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:</p> <p>AND</p> <p>K(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>	<p>Grade 1</p> <p>1(11) 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:</p> <p>AND</p> <p>1(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>	<p>Grade 2</p> <p>2(11) 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:</p> <p>AND</p> <p>2(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>
<p>PK3.IV.B.3 Child shares written products with others.</p>	<p>PK4.IV.B.3 Child shares and celebrates class-made and individual written products.</p>	<p>K(10)(E) share writing.</p>	<p>1(11)(E) publish and share writing.</p>	<p>2(11)(E) publish and share writing.</p>
<p>PK3.IV.C.1 Child attempts to write some letters of own name (usually beginning with the first letter).</p> <p>PK3.IV.C.4 Child begins to show understanding of directionality (e.g., attempts to write top to bottom, left to right), but may still start at random places on a page.</p>	<p>PK4.IV.C.1 Child writes first name (or nickname) using legible letters in the proper sequence.</p> <p>PK4.IV.C.4 Child uses appropriate directionality when writing (e.g., top to bottom, left to right).</p>	<p>K(2)(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p>	<p>1(2)(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p>	<p>2(2)(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p>

<p>Prekindergarten-PK3</p> <p><i>*III. Emergent Literacy: Reading Domain</i></p> <p>E. Concepts of Print</p> <p><i>IV. Emergent Literacy: Writing Domain</i></p> <p>A. Motivation to Write</p> <p>B. Writing as a Process</p> <p>C. Conventions in Writing</p>	<p>Prekindergarten-PK4</p> <p><i>*III. Emergent Literacy: Reading Domain</i></p> <p>E. Concepts of Print</p> <p><i>IV. Emergent Literacy: Writing Domain</i></p> <p>A. Motivation to Write</p> <p>B. Writing as a Process</p> <p>C. Conventions in Writing</p>	<p>Kindergarten</p> <p>K(10) 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:</p> <p>AND</p> <p>K(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>	<p>Grade 1</p> <p>1(11) 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:</p> <p>AND</p> <p>1(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>	<p>Grade 2</p> <p>2(11) 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:</p> <p>AND</p> <p>2(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>
<p>PK3.IV.C.3 Child begins to write using letter-like forms.</p>	<p>PK4.IV.C.3 Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words.</p>	<p>K(10)(D)(vii) edit drafts with adult assistance using standard English conventions, including: capitalization of the first letter in a sentence and name.</p> <p>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.</p>	<p>1(11)(D)(viii) edit drafts using standard English conventions, including: capitalization for the beginning of sentences and the pronoun "I."</p> <p>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.</p>	<p>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.</p> <p>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.</p>

<p>Prekindergarten-PK3</p> <p><i>*III. Emergent Literacy: Reading Domain</i></p> <p>E. Concepts of Print</p> <p><i>IV. Emergent Literacy: Writing Domain</i></p> <p>A. Motivation to Write</p> <p>B. Writing as a Process</p> <p>C. Conventions in Writing</p>	<p>Prekindergarten-PK4</p> <p><i>*III. Emergent Literacy: Reading Domain</i></p> <p>E. Concepts of Print</p> <p><i>IV. Emergent Literacy: Writing Domain</i></p> <p>A. Motivation to Write</p> <p>B. Writing as a Process</p> <p>C. Conventions in Writing</p>	<p>Kindergarten</p> <p>K(10) 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:</p> <p>AND</p> <p>K(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>	<p>Grade 1</p> <p>1(11) 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:</p> <p>AND</p> <p>1(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>	<p>Grade 2</p> <p>2(11) 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:</p> <p>AND</p> <p>2(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>
<p>*PK3.III.E.3 Child begins to notice the basic features of print (e.g., repeating words, space between words, punctuation vs. letters).</p> <p>PK3.IV.C.5 *There is not enough research to support the inclusion of a PK3 outcome*</p>	<p>*PK4.III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.</p> <p>PK4.IV.C.5 Child begins to experiment with punctuation when writing.</p>	<p>K(10)(D)(viii) edit drafts with adult assistance using standard English conventions, including: punctuation marks at the end of declarative sentences.</p>	<p>1(11)(D)(ix) edit drafts using standard English conventions, including: punctuation marks at the end of declarative, exclamatory, and interrogative sentences.</p>	<p>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.</p>

COMPOSITION- GENRES

<p>Prekindergarten-PK3 <i>IV. Emergent Literacy: Writing Domain</i> A. Motivation to Write B. Writing as a Process</p>	<p>Prekindergarten-PK4 <i>IV. Emergent Literacy: Writing Domain</i> A. Motivation to Write B. Writing as a Process</p>	<p>Kindergarten K(11) 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:</p>	<p>Grade 1 1(12) 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:</p>	<p>Grade 2 2(12) 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:</p>
<p>PK3.IV.A.2 Child attempts to draw and write for many purposes and begins to explore different writing tools.</p> <p>PK3.IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities with adult prompting.</p>	<p>PK4.IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.</p> <p>PK4.IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p>	<p>K(11)(A) dictate or compose literary texts, including personal narratives.</p> <p>K(11)(B) dictate or compose informational texts.</p>	<p>1(12)(A) dictate or compose literary texts, including personal narratives and poetry.</p> <p>1(12)(B) dictate or compose informational texts, including procedural texts.</p> <p>1(12)(C) dictate or compose correspondence such as thank you notes or letters.</p>	<p>2(12)(A) compose literary texts, including personal narratives and poetry.</p> <p>2(12)(B) compose informational texts, including procedural texts and reports.</p> <p>2(12)(C) compose correspondence such as thank you notes or letters.</p>

INQUIRY & RESEARCH

Prekindergarten-PK3 N/A	Prekindergarten-PK4 N/A	Kindergarten K(12) 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:	Grade 1 1(13) 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:	Grade 2 2(13) 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	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	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	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	No standard present in the vertical progression	2(13)(D) identify primary and secondary sources.
No standard present in the vertical progression	No standard present in the vertical progression	K(12)(D) demonstrate understanding of information gathered with adult assistance.	1(13)(D) demonstrate understanding of information gathered with adult assistance.	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	No standard present in the vertical progression	2(13)(F) cite sources appropriately.
No standard present in the vertical progression	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.