















## English Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 1: Listening and Speaking</b>	<b>Listening and Speaking (Purposes/Appreciation - The student listens attentively and engages actively in a variety of oral language experiences to appreciate, enjoy and establish purposes for listening.)</b>						
	<b>ELA.PK.1B</b> Listen for different purposes (e.g., to learn what happened in a story, to receive instructions, to converse with an adult or a peer).	<b>ELA.K.1A</b> Determine the purposes for listening such as to get information, to solve problems, and to enjoy and appreciate.	<b>ELA.1.1A</b> Determine the purposes for listening such as to get information, to solve problems, and to enjoy and appreciate.	<b>ELA.2.1A</b> Identify the purposes for listening such as to get information, to solve problems, and to enjoy and appreciate.	<b>ELA.3.1A</b> Identify and establish the purposes for listening such as to get information, to solve problems, and to enjoy and appreciate.	<b>ELA.4.1A</b> Establish and articulate purposes for listening such as to get information, to solve problems, and to enjoy and appreciate.	<b>ELA.5.1A</b> Establish and articulate purposes for listening such as to get information, to solve problems, and to enjoy and appreciate.
	<b>ELA.PK.1C</b> Follow simple oral directions of one/two elements.	<b>ELA.K.1B</b> Respond appropriately and courteously to directions and questions.	<b>ELA.1.1B</b> Respond appropriately and courteously to directions and questions.	<b>ELA.2.1B</b> Respond appropriately and courteously to directions and questions such as in games and tasks.	<b>ELA.3.1B</b> Apply appropriate listening and speaking behaviors when responding to directions and questions such as in games and tasks.	<b>ELA.4.5E</b> Give precise directions and instructions such as in games and tasks.	<b>ELA.5.5E</b> Give precise directions and instructions such as in games and tasks.
	<b>ELA.PK.1E</b> Listen to and engage in, rhymes, songs, several exchanges of conversations and discussions.	<b>ELA.K.1C</b> Participate in rhymes, songs, conversations, and discussions.	<b>ELA.1.1C</b> Participate in rhymes, songs, conversations, and discussions.	<b>ELA.2.1C</b> Participate in rhymes, songs, conversations, and discussions to determine major ideas.	<b>ELA.3.1C</b> Participate in rhymes, songs, conversations, and discussions to determine major ideas and supporting evidence.	<b>ELA.4.1C</b> Understand and articulate the major ideas and supporting evidence in messages when engaging in conversations and discussions.	<b>ELA.5.1C</b> Understand and articulate the major ideas and supporting evidence in messages when engaging in conversations and discussions.
	 <b>ELA.PK.1A</b> Listen with increasing attention, (maintain focused attention) and ask simple, relevant questions.	 <b>ELA.K.1D</b> Listen critically to interpret the speaker's message, ask simple questions, and make evaluations.	 <b>ELA.1.1D</b> Listen critically to interpret the speaker's message, ask simple questions, and make evaluations.	 <b>ELA.2.1D</b> Listen critically to interpret the speaker's message, ask relevant questions, and make evaluations.	 <b>ELA.3.1D</b> Listen critically by eliminating barriers that impede effective listening to interpret and evaluate the speaker's message and pose relevant questions.	 <b>ELA.4.1B</b> Listen critically by eliminating barriers that impede effective listening to interpret and evaluate the speaker's message, and pose literal and inferential questions.	 <b>ELA.5.1B</b> Listen critically by eliminating barriers that impede effective listening to interpret and evaluate the speaker's message, and pose literal and inferential questions.
	 <b>ELA.PK.1.F(1)</b> Listen to tapes and CDs and respond through gestures (finger plays), actions (role play) and/or language (retell or sing).	 <b>ELA.K.1E</b> Listen responsively to stories and other texts read aloud, including fiction, non-fiction, and multicultural selections from classic and contemporary works.	 <b>ELA.1.1E</b> Listen responsively to stories and other texts read aloud, including fiction, non-fiction, and multicultural selections from classic and contemporary works.	 <b>ELA.2.1E</b> Listen and respond to stories and other texts read aloud, including fiction, non-fiction, and multicultural selections from classic and contemporary works.	 <b>ELA.3.1E</b> Listen and respond to stories and other texts read aloud, including fiction, non-fiction, and multicultural selections from classic and contemporary works.	 <b>ELA.4.3A</b> Listen to discuss and analyze proficient, fluent models of oral reading, including fiction, non-fiction, and multicultural selections from classic and contemporary works.	 <b>ELA.5.3A</b> Listen to discuss and analyze proficient, fluent models of oral reading, including fiction, non-fiction, and multicultural selections from classic and contemporary works.
	<b>ELA.PK. 2A</b> Identify the musical elements and differences between similar sounding words such as rhymes or repeated sounds (e.g., "coat" and "goat", "three" and "free,").	<b>ELA.K.1F</b> Identify the musical elements of literary language such as its rhymes or repeated sounds.	<b>ELA.1.1F</b> Identify the musical elements of literary language such as its rhymes or repeated sounds.	<b>ELA.2.1F</b> Identify and describe the musical elements of literary language such as its rhymes or repeated sounds.	<b>ELA.3.1F</b> Identify and define the musical elements of literary language such as its rhymes or repeated sounds.	<b>ELA.4.3B</b> Analyze and explain how the language of literature, including literary elements (rhyme, rhythm, onomatopoeia), affects the listener.	<b>ELA.5.3B</b> Evaluate and specify how the language of literature, including literary elements (rhyme, rhythm, onomatopoeia), affects the listener.



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<b>Strand 1: Listening and Speaking</b>						<b>ELA.4.3C</b> Assess how language choice and delivery affect the tone of the message.	<b>ELA.5.3C</b> Assess how language choice and delivery affect the tone of the message.	
	<b>Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.</b>							
	<b>ELA.PK.3E</b> Link new learning experience and vocabulary to what is already known about a topic with those of others through speaking and listening.	<b>ELA.K.2A</b> Connect experiences and ideas with those of others through speaking and listening.	<b>ELA.1.2A</b> Connect experiences and ideas with those of others through speaking and listening.	<b>ELA.2.2A</b> Connect experiences and ideas with those of others through speaking and listening.	<b>ELA.3.2A</b> Connect experiences and ideas with those of others through speaking and listening.	<b>ELA.4.4A</b> Connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening.	<b>ELA.5.4A</b> Connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening.	
	<b>ELA.PK(K.2B)</b> Begin to compare language and oral traditions (family stories) that reflect customs and cultures through dramatizations.	<b>ELA.K.2B</b> Compare language and oral traditions (family stories) that reflect customs, regions, and cultures through dramatizations.	<b>ELA.1.2B</b> Compare language and oral traditions (family stories) that reflect customs, regions, and cultures through dramatizations and illustrations.	<b>ELA.2.2B</b> Compare and articulate language and oral traditions (family stories) that reflect customs, regions, and cultures.	<b>ELA.3.2B</b> Compare and categorize language and oral traditions (family stories) that reflect customs, regions, and cultures.	<b>ELA.4.4B</b> Compare, contrast, and relate oral traditions across regions and cultures with one's own.	<b>ELA.5.4B</b> Compare, contrast, and relate oral traditions across regions and cultures with one's own.	
						<b>ELA.4.4C</b> Identify how language use such as labels and sayings reflects regions and cultures.	<b>ELA.5.4C</b> Identify how language use such as labels and sayings reflects regions and cultures.	
	<b>Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.</b>							
	<b>ELA.PK.4C</b> Uses language to express common routines and familiar scripts including use of appropriate volume and rate in formal and informal settings.	<b>ELA.K.3A</b> Choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate, in formal and informal settings.	<b>ELA.1.3A</b> Choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate, in formal and informal settings.	<b>ELA.2.3A</b> Choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate, in formal and informal settings.	<b>ELA.3.3A</b> Choose and adapt spoken language appropriate to the audience, purpose, and occasion, including word choice and use of appropriate volume and rate.	<b>ELA.4.5A</b> Choose, adapt, and critique spoken language such as word choice, diction, and usage to the audience, purpose, and occasion.	<b>ELA.5.5A</b> Choose, adapt, and critique spoken language such as word choice, diction, and usage to the audience, purpose, and occasion.	
	<b>ELA.PK.3B</b> Use new vocabulary (from word walls, content vocabulary) in everyday communication.	<b>ELA.K.3B</b> Recognize and use verbal and nonverbal communication in effective ways when making announcements, giving simple directions of one element, or making introductions.	<b>ELA.1.3B</b> Recognize and use verbal and nonverbal communication in effective ways when making announcements, giving simple directions of one element, or making introductions.	<b>ELA.2.3B</b> Adapt and use verbal and nonverbal communication in effective ways when making announcements, giving directions of two/three elements, or making introductions.	<b>ELA.3.3B</b> Adapt and use verbal and nonverbal communication in effective ways when making announcements, giving directions of three elements, or making introductions.	<b>ELA.4.5B</b> Demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information and directions of three/four elements.	<b>ELA.5.5B</b> Demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information and directions of four/five elements.	



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	<b>ELA.PK.4G</b> Begin to retell the sequence of a story or nursery rhyme through dramatic interpretations (puppets, plays, fingerplays, show and tell).	<b>ELA.K.3D</b> Present dramatic interpretations of experiences, stories, poems, or plays including puppet shows, finger plays, show and tell, story retells, or nursery rhymes.	<b>ELA.1.3D</b> Present dramatic interpretations of experiences, stories, poems, or plays including puppet shows, finger plays, show and tell, story retells, or nursery rhymes.	<b>ELA.2.3D</b> Present dramatic interpretations of experiences, stories, poems, or plays including story retells and puppet shows.	<b>ELA.3.3D</b> Present dramatic interpretations of experiences, stories, poems, or plays including role playing, character interviews, or recitations.	<b>ELA.4.5C</b> Present dramatic interpretations of experiences, stories, poems, or plays using appropriate communication skills.	<b>ELA.5.5C</b> Present dramatic interpretations of experiences, stories, poems, or plays using appropriate communication skills.	
	<b>ELA.PK.4B</b> Use sentences of increasing length (3 or more words within the sentences) and grammatical complexity (subject-verb agreement, complete sentences, and correct tense) in everyday speech.	<b>ELA.K.3E</b> Gain increasing control of grammar such as using subject-verb agreement, complete sentences, correct tense, and volume when speaking to the audience in different settings.	<b>ELA.1.3E</b> Gain increasing control of grammar such as using subject-verb agreement, complete sentences, correct tense, and volume when speaking to the audience in different settings.	<b>ELA.2.3E</b> Gain increasing control of grammar such as using subject-verb agreement, complete sentences, correct tense, effective rate, and volume when speaking to the audience in different settings.	<b>ELA.3.3.E</b> Demonstrate increasing control of grammar such as using subject-verb agreement, complete sentences, correct tense, effective rate, and volume when speaking to appropriate audiences in different settings.	<b>ELA.4.5D</b> Use effective rate, volume, pitch, tone and increasing control of grammar as appropriate for the audience and setting.	<b>ELA.5.5D</b> Use effective rate, volume, pitch, tone and increasing control of grammar as appropriate for the audience and setting.	
	<b>Critical Listening/speaking/communication. The student listens critically to analyze and evaluate a speaker's message(s) and to communicate clearly by putting thoughts and feelings into spoken words.</b>							
	<b>ELA.PK.3A</b> Show a steady increase in listening and speaking vocabulary (such as words associated with school – numbers, shapes and colors).	<b>ELA.K.4A</b> Identify, classify, and use the vocabulary of school such as numbers, shapes, colors, directions, and categories.	<b>ELA.1.4A</b> Identify, classify, and use the vocabulary of school such as numbers, shapes, colors, directions, and categories.					
	<b>ELA.PK.4A</b> Use language for a variety of purposes (e.g., expressing needs and interests).	<b>ELA.K.4B</b> Use known and recently acquired vocabulary to clearly describe ideas, feelings, and experiences.	<b>ELA.1.4B</b> Use known and recently acquired vocabulary to clearly describe ideas, feelings, and experiences.	<b>ELA.2.4A</b> Use known and recently acquired vocabulary to clearly describe ideas, feelings, and experiences.	<b>ELA.3.4.A</b> Identify and use selective vocabulary to clearly describe ideas, feelings, experiences, and opinions.	<b>ELA.4.2B</b> Identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery using selective vocabulary.	<b>ELA.5.2B</b> Identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery using selective vocabulary.	
						<b>ELA.4.2C</b> Distinguish between the speaker's opinion and verifiable fact.	<b>ELA.5.2C</b> Distinguish between the speaker's opinion and verifiable fact.	



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	<b>ELA.PK.4F</b> Begin to engage in conversations and follow conversational rules (taking turns, staying on topic, focused attention) in order to retell a spoken message.	<b>ELA.K.4D</b> Retell a spoken message by summarizing or clarifying (what the message is mostly about).	<b>ELA.1.4D</b> Retell a spoken message by summarizing or clarifying (what the message is mostly about)	<b>ELA.2.4C</b> Retell a spoken message by summarizing or clarifying key points.	<b>ELA.3.4C</b> Paraphrase a spoken message by summarizing or clarifying key points.	<b>ELA.4.2A</b> Interpret and paraphrase speakers' messages (both verbal and nonverbal), purposes, and perspectives.	<b>ELA.5.2A</b> Interpret and paraphrase speakers' messages (both verbal and nonverbal), purposes, and perspectives.	
<b>Strand 2: Reading</b>	<b>Reading/print awareness. The student demonstrates knowledge of concepts of print.</b>							
	<b>ELA.PK.6B</b> Understand that print carries a message by recognizing his/her own name, labels, signs, and other print forms in the environment.	<b>ELA.K.5A</b> Recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger.	<b>ELA.1.5A</b> Recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger.					
	<b>ELA.PK.6F</b> Begin to point out that print moves left to right and top to bottom across the page.	<b>ELA.K.5B</b> Know that print moves left-to-right across the page and top-to-bottom.	<b>ELA.1.5B</b> Know that print moves left-to-right across the page and top-to-bottom.					
	<b>ELA.PK.6G</b> Begin to recognize some basic concepts about print, [CAP skills] (e.g., words are separated by spaces).	<b>ELA.K.5C</b> Recognize that written words are separated by spaces.	<b>ELA.1.5C</b> Recognize that written words are separated by spaces.					
	<b>ELA.PK.6C</b> Understand that letters are different from numbers.	<b>ELA.K.5D</b> Distinguish the difference between individual letters and printed words.	<b>ELA.1.5D</b> Distinguish the difference between individual letters and printed words.					
	<b>ELA.PK.7A</b> Begin to associate the names of letters with their shapes.	<b>ELA.K(1.5E)</b> Recognize and sequence all of the letters of the alphabet  <b>ELA.K.5E</b> Recognize and identify capital and lowercase letters.	<b>ELA.1.5E</b> Recognize and sequence all of the letters of the alphabet.  <b>ELA.1.5F</b> Recognize and identify capital and lowercase letters.					











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<b>Strand 2: Reading</b>	<b>ELA.PK(K.5F)</b> Begin to identify ending punctuation marks such as periods, question marks and exclamation points.	 <b>ELA.K.5F</b> Recognize capitalization and punctuation and explain how readers use these to inform their reading.	 <b>ELA.1.5G</b> Recognize capitalization and punctuation and explain how readers use these to inform their reading.					
	 <b>ELA.PK.6H</b> Begin to recognize the association between spoken and written words by following the print as it is read aloud.	 <b>ELA.K.5G</b> Understand that spoken words are represented in written language by specific sequences of letters.	<b>ELA.1.5H</b> Understand that spoken words are represented in written language by specific sequences of letters.					
	 <b>ELA.PK.9C</b> Recognize that books and other print resources (e.g., magazines, computer-based texts) have different parts such as front, back, top, bottom, and spine, and are handled in specific ways (hold the book right-side up, turn the pages carefully from right to left, etc).	 <b>ELA.K.5H</b> Recognize and identify the different parts of a book such as cover, title page, and table of contents and understand and articulate their functions.	<b>ELA.1.5I</b> Recognize and identify the different parts of a book such as cover, title page, and table of contents and understand and articulate their functions.					
	<b>ELA.PK.7C</b> Begin to notice beginning letters in familiar words.	<b>ELA.K(1.5J)</b> Recognize that there are correct spellings for words.	 <b>ELA.1.5J</b> Recognize that there are correct spellings for words by identifying errors.					
			 <b>ELA.1.5K</b> Recognize the distinguishing features of a paragraph.					
	<b>Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).</b>							
	<b>ELA.PK.5E</b> Begin to create and invent words by substituting one sound for another (e.g., bubblegum/gugglebum).							
	<b>ELA.PK.5A</b> Become increasingly sensitive to the sounds of spoken words by dividing spoken sentences into individual words.	<b>ELA.K.6A</b> Divide spoken sentences into individual words	<b>ELA.1.6A</b> Divide spoken sentences into individual words.					












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<b>Strand 2: Reading</b>	<p> <b>ELA.PK.5D</b> Begin to break words into syllables by clapping for each syllable in a word or phrase.</p>	<p><b>ELA.K.6B</b> Identify, segment, and combine syllables within spoken words by using techniques such as clapping syllables and moving manipulatives to represent syllables in words</p>	<p><b>ELA.1.6B</b> Identify, segment, and combine syllables within spoken words by using techniques such as clapping syllables and moving manipulatives to represent syllables in words.</p>				
	<p> <b>ELA.PK.5B</b> Begin to identify and produce rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems.</p>	<p> <b>ELA.K.6C</b> Produce and distinguish rhyming words from non-rhyming words.</p>	<p> <b>ELA.1.6C</b> Produce and distinguish rhyming words from non-rhyming words.</p>				
	<p> <b>ELA.PK.5C</b> Begin to attend to the beginning sounds in familiar words by identifying that the pronunciation of several words all begin the same way (e.g., “dog,” “dark,” “dusty”)</p>	<p><b>ELA.K.6D</b> Identify and isolate the initial and final sound of a spoken word</p>	<p> <b>ELA.1.6D</b> Identify and isolate the initial and final sound of a spoken word.</p>				
	<p><b>ELA.PK.8D (1)</b> Attempt to read independently by beginning to blend sounds to make spoken words and by moving manipulatives to blend phonemes.</p>	<p><b>ELA.K.6E</b> Blend sounds to make spoken words, including words with three and four phonemes, by using techniques such as moving manipulatives.</p>	<p> <b>ELA.1.6E</b> Blend sounds to make spoken words, including words with three and four phonemes, by using techniques such as moving manipulatives.</p>				
		<p> <b>ELA.K.6F</b> Segment one-syllable spoken words into individual phonemes, including words with three and four phonemes, clearly producing initial, medial, and final sounds and deleting initial and final sounds.</p>	<p> <b>ELA.1.6F</b> Segment one-syllable spoken words into individual phonemes, including words with three and four phonemes, clearly producing initial, medial, and final sounds and deleting initial and final sounds.</p>				









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<b>Strand 2: Reading</b>	<b>Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language.</b>						
	<p> <b>ELA.PK.7B</b> Name and identify at least 10 printed alphabet letters.</p>	<p><b>ELA.K.7A</b> Name, identify, and distinguish all upper and lowercase letters of the alphabet.</p>	<p><b>ELA.1.7A</b> Name, identify, and distinguish all upper and lowercase letters of the alphabet.</p>				
	<p> <b>ELA.PK.7D</b> Begin to make some letter/sound matches in familiar words (words on word wall such as students' names).</p>	<p> <b>ELA.K.7B</b> Understand that written words are composed of letters that represent sounds.</p>	<p> <b>ELA.1.7B</b> Understand that written words are composed of letters that represent sounds.</p>				
		<p><b>ELA.K.7C</b> Recognize and apply the most common letter-sound correspondences of a set of consonant/ vowel patterns such as short vowel patterns to begin to read.</p>	<p> <b>ELA.1.7C</b> Recognize and apply letter-sound correspondences of a set of consonants and vowels to begin to read.</p>				
		<p><b>ELA.K(1.7D)</b> Identify and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee.</p>	<p> <b>ELA.1.7D</b> Identify and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee.</p>				
		<p><b>ELA.K(1.7E)</b> Blend initial letter-sounds with common vowel spelling patterns to decode words.</p>	<p><b>ELA.1.7E</b> Blend initial letter-sounds with common vowel spelling patterns to read words.</p>				
		<p><b>ELA.K(1.7F)</b> Begin to decode by using all letter-sound correspondences within regularly spelled words.</p>	<p><b>ELA.1.7F</b> Decode by using all letter-sound correspondences within regularly spelled words.</p>				



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<b>Strand 2: Reading</b>		<p><b>ELA.K(1.7G)</b> Use letter-sound knowledge to begin to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of the letter-sound correspondences being taught).</p>	<p><b>ELA.1.7G</b> Use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of the letter-sound correspondences being taught).</p>					
	<b>Reading/word identification. The student uses a variety of word identification strategies.</b>							
		<p><b>ELA.K(1.8A)</b> Begin to decode by using common letter-sound correspondences within single syllable words.</p>	<p><b>ELA.1.8A</b> Decode by using all letter-sound correspondences within one and two syllable words.</p>	<p><b>ELA.2.5A</b> Decode by using all letter-sound correspondences within multi-syllabic words.</p>	<p><b>ELA.3.5A</b> Decode by using all letter-sound correspondences within multi-syllabic words.</p>			
		<p><b>ELA.K(1.8B)</b> Use common spelling patterns to begin to read words.</p>	<p><b>ELA.1.8B</b> Use common spelling patterns to read words.</p>	<p><b>ELA.2.5B</b> Blend initial letter-sounds with common vowel spelling patterns to read words.</p>	<p><b>ELA.3.5B</b> Blend initial letter-sounds with common vowel spelling patterns to read words.</p>			
		<p><b>ELA.K(1.8C)</b> Begin to use structural cues such as compounds, base words, and inflections (s, -es, -ed, and -ing) to recognize words.</p>	<p><b>ELA.1.8C</b> Use structural cues such as compounds, base words, and inflections (s, -es, -ed, and -ing) to recognize words.</p>	<p><b>ELA.2.5E</b> Use structural cues such as compounds, base words, and inflections (s, -es, -ed, and -ing) to recognize and read words.</p>				
				<p><b>ELA.1.8D</b> Recognize and identify multi-syllabic words by using common syllable patterns.</p>	<p><b>ELA.2.5D</b> Identify and read multi-syllabic words by using common syllable patterns.</p>	<p><b>ELA.3.5C</b> Identify, read and classify multi-syllabic words by using common syllable patterns.</p>		
		<p><b>ELA.PK.7E</b> Begin to recognize words of interest (students' names, <i>love</i>, <i>day</i>, etc.) and some high frequency words (I, a, in is,).</p>	<p><b>ELA.K(1.8E)</b> Begin to recognize high frequency irregular words such as <i>said</i>, <i>was</i>, <i>where</i>, and <i>is</i>.</p>	<p><b>ELA.1.8E</b> Recognize high frequency irregular words such as <i>said</i>, <i>was</i>, <i>where</i>, and <i>is</i>.</p>	<p><b>ELA.2.5C</b> Recognize high frequency irregular words such as <i>said</i>, <i>was</i>, <i>where</i>, and <i>is</i>.</p>			












What is it we want all students to learn?



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
<b>Strand 2: Reading</b>	<b>ELA.PK.3C</b> Use prior knowledge and context to refine and extend word identification and word meanings.	 <b>ELA.K.(1.8F)</b> Use prior knowledge and context clues (definition and description) to support word identification and word meanings.	 <b>ELA.1.8F</b> Use knowledge of word order (syntax), usage (part of speech/function), and context clues (definition and description) to support word identification and confirm word meaning.	 <b>ELA.2.5G</b> Use knowledge of word order (syntax), usage (part of speech/function) and context clues (definition and description) to support word identification and confirm word meaning.	 <b>ELA.3.5E</b> Use knowledge of word order (syntax), usage (part of speech/function), and context clues (definition, description, linked synonym or appositive) to support word identification and determine word meaning.	 <b>ELA.4.6A</b> Apply knowledge of letter-sound correspondences, language structure (word order and usage), and context clues (definition, description, linked synonym or appositive) to recognize and determine word meaning.	 <b>ELA.5.6A</b> Apply knowledge of letter-sound correspondences, language structure (word order and usage), and context clues (definition, description, linked synonym or appositive) to recognize and determine word meaning.	
			<b>ELA.1.8G</b> Read words with regular and irregular spelling patterns automatically through multiple reading opportunities.	<b>ELA.2.5H</b> Read words with regular and irregular spelling patterns automatically through multiple reading opportunities.	<b>ELA.3.5F</b> Read words with regular and irregular spelling patterns automatically through multiple reading opportunities.			
		<b>ELA.K(2.5F)</b> Begin to use structural clues such as prefixes to recognize words, for example -s and -ing.	<b>ELA.1(2.5F)</b> Begin to use structural cues such as commonly used prefixes and suffixes to recognize words, for example, un- and -ly.	<b>ELA.2.5F</b> Use structural cues such as prefixes and suffixes to recognize words, for example, un- and -ly.	<b>ELA.3.5D</b> Use structural cues including root words, prefixes, suffixes, and derivational endings to recognize and determine word meaning.	 <b>ELA.4.6B</b> Analyze the structure of words to determine their meaning using cues including root words and affixes (prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able).	 <b>ELA.5.6B</b> Analyze the structure of words to determine their meaning using cues including root words and affixes (prefixes such as dis-, non-, in, and suffixes such as -ness, -tion, -able).	
			<b>ELA.1(4.6C)</b> Locate the meanings (definitions) of familiar and unfamiliar words using beginners' dictionaries and glossaries.	<b>ELA.2(4.6C)</b> Locate the meanings (definitions) and pronunciations of familiar and unfamiliar words using beginners' dictionaries and glossaries.	<b>ELA.3(4.6C)</b> Locate the meanings (definitions), pronunciations, and derivations of familiar and unfamiliar words using intermediate dictionaries, glossaries, and other sources.	<b>ELA.4.6C</b> Locate the meanings (definitions), pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.	<b>ELA.5.6C</b> Locate the meanings (definitions), pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.	
	<b>Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.</b>							
	<b>ELA.PK.8E</b> Regularly share books and engage in pretend-reading with other children.	 <b>ELA.K(1.9A)</b> Regularly share books and begin to read in independent –level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader).	<b>ELA.1.9A</b> Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader).	<b>ELA.2.6A</b> Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader).	<b>ELA.3.6A</b> Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader).	<b>ELA.4.7A</b> Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader).	<b>ELA.5.7A</b> Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader).	



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
<b>Strand 2: Reading</b>			<p><b>ELA.1.9B</b> Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" first grader reads approximately 60 wpm).</p>	<p><b>ELA.2.6B</b> Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" second grader reads approximately 70 – 90 wpm).</p>	<p><b>ELA.3.6B</b> Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" third grader reads approximately 80- 120 wpm).</p>	<p><b>ELA.4.7B</b> Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" fourth grader reads approximately 90 -150 wpm).</p>	<p><b>ELA.5.7B</b> Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" 5th grader reads approximately 100 – 180 wpm).</p>	
	<p><b>ELA.PK.8A</b> Demonstrate an interest in books and reading through body language and facial expression.</p>	<p><b>ELA.K(1.9C)</b> Demonstrate an interest in books and reading by beginning to read orally from familiar texts.</p>	<p><b>ELA.1.9C</b> Read orally from familiar texts with increasing levels of fluency (accuracy, expression, appropriate phrasing, and attention to punctuation).</p>	<p><b>ELA.2.6C</b> Read orally from familiar texts with increasing levels of fluency (accuracy, expressive interpretation, meaningful phrasing, and attention to punctuation).</p>	<p><b>ELA.3.6C</b> Read orally from familiar texts with increasing levels of fluency (accuracy, expressive interpretation, meaningful phrasing, and attention to punctuation).</p>	<p><b>ELA.4.7C</b> Demonstrate characteristics of fluent and effective reading including (accuracy, expressive interpretation, meaningful phrasing and attention to punctuation).</p>	<p><b>ELA.5.7C</b> Demonstrate characteristics of fluent and effective reading including (accuracy, expressive interpretation, meaningful phrasing and attention to punctuation).</p>	
						<p><b>ELA.3(4.7D)</b> Adjust reading rate based on purposes for reading (pleasure or information).</p>	<p><b>ELA.4.7D</b> Adjust reading rate based on purposes for reading (pleasure or information).</p>	<p><b>ELA.5.7D</b> Adjust reading rate based on purposes for reading (pleasure or information).</p>
			<p><b>ELA.1(4.7E)</b> Read aloud decodable texts with increasing skill to engage the listeners and ensure mutual understanding.</p>	<p><b>ELA.2(4.7E)</b> Read aloud high-interest texts with increasing skill to engage the listeners and ensure mutual understanding.</p>	<p><b>ELA.3(4.7E)</b> Read aloud high-interest texts with increasing skill to engage the listeners and ensure mutual understanding.</p>	<p><b>ELA.4.7E</b> Read aloud high-interest texts to engage the listeners and ensure mutual understanding.</p>	<p><b>ELA.5.7E</b> Read aloud high-interest texts to engage the listeners and ensure mutual understanding.</p>	
	<p><b>ELA.PK.9B</b> Select books from the classroom library based on personal interest, knowledge of author, and different types of texts (fiction, nonfiction, etc.).</p>	<p><b>ELA.K(1.9D)</b> Self-select books from the classroom library based on personal interest, knowledge of author, and different types of texts (fiction, nonfiction, etc.).</p>	<p><b>ELA.1.9D</b> Self-select texts at independent reading level by estimating text difficulty, drawing on personal interest, and/or relying on knowledge of authors and different types of texts (genres).</p>	<p><b>ELA.2.6D</b> Self-select texts at independent reading level by estimating text difficulty, drawing on personal interest, and/or relying on knowledge of authors and different types of texts (genres).</p>	<p><b>ELA.3.6D</b> Self-select texts at independent reading level by estimating text difficulty, drawing on personal interest, and/or relying on knowledge of authors and different types of texts (genres).</p>	<p><b>ELA.4(3.6D)</b> Self-select texts at independent reading level by estimating text difficulty, drawing on personal interest, and/or relying on knowledge of authors and different types of texts (genres).</p>	<p><b>ELA.5(3.6D)</b> Self-select texts at independent reading level by estimating text difficulty, drawing on personal interest, and/or relying on knowledge of authors and different types of texts (genres).</p>	
				<p><b>ELA.2.6E</b> Read silently for increasing periods of time.</p>	<p><b>ELA.3.6E</b> Read assigned and self-selected text silently for increasing periods of time.</p>	<p><b>ELA.4.7F</b> Read assigned and self-selected text silently with increasing ease for longer periods.</p>	<p><b>ELA.5.7F</b> Read assigned and self-selected text silently with increasing ease for longer periods.</p>	



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 2: Reading</b>	<b>Reading/variety of texts. The student reads widely for different purposes in varied sources.</b>						
	<b>ELA.PK.8B</b> Listen to and discuss storybooks (fiction), information books (nonfiction) and poetry read aloud.	<b>ELA.K(1.10A)</b> Listen to and discuss storybooks (fiction), information books (nonfiction) and poetry read aloud.	<b>ELA.1.10A</b> Read fiction, nonfiction, and poetry, including classic and contemporary works, for pleasure and/or information.	<b>ELA.2.7A</b> Read classic and contemporary works.	<b>ELA.3.7A</b> Read classic and contemporary works.	<b>ELA.4.8A</b> Read classic and contemporary works.	<b>ELA.5.8A</b> Read classic and contemporary works.
	<b>ELA.PK(1.10B)</b> Use graphs and charts such as daily calendar, helpers chart and daily schedule to acquire information.	<b>ELA.K(1.10B)</b> Use graphs and charts such as daily calendar, helpers chart, graphs, signs, labels and daily schedule to acquire information.	<b>ELA.1.10B</b> Use graphs, charts, signs, captions, and other informational texts to acquire information.	<b>ELA.2.7B</b> Read from a variety of genres (nonfiction and fiction) for pleasure and to acquire information from both print and electronic sources.	<b>ELA.3.7B</b> Read from a variety of genres (nonfiction and fiction) for pleasure and to acquire information (important events, specific details, main ideas, and summaries) from both print and electronic sources.	<b>ELA.4.8B</b> Select and read from a variety of nonfiction and fiction sources (newspapers, textbooks, magazines, novels, short stories, poetry) to acquire information or for pleasure.	<b>ELA.5.8B</b> Select and read from a variety of nonfiction and fiction sources (newspapers, textbooks, magazines, novels, short stories, poetry) to acquire information or for pleasure.
			<b>ELA.1(2.7C)</b> Begin to read both assigned and self-selected texts to accomplish a variety of purposes such as to be informed and entertained.	<b>ELA.2.7C</b> Read both assigned and self-selected texts to accomplish a variety of purposes such as to be informed, entertained, or inspired.	<b>ELA.3.7C</b> Read both assigned and self-selected texts to accomplish a variety of purposes such as to be informed, entertained, inspired, or appreciate the writer's craft.	<b>ELA.4.8C</b> Read both assigned and self-selected texts to accomplish a variety of purposes such as to be informed, entertained, inspired, appreciate the writer's craft, and discover models for his/her own writing.	<b>ELA.5.8C</b> Read both assigned and self-selected texts to accomplish a variety of purposes such as to be informed, entertained, inspired, appreciate the writer's craft, and discover models for his/her own writing.
	<b>Reading/vocabulary development. The student develops an extensive vocabulary.</b>						
	<b>ELA.PK(K.8A)</b> Develop word meaning and vocabulary through meaningful/ concrete experiences such as sorting and classifying.	<b>ELA.K.8A</b> Discuss meanings of words and develop vocabulary through meaningful / concrete experiences such as sorting and classifying.	<b>ELA.1.11A</b> Discuss meanings of words including synonyms and antonyms and develop vocabulary through meaningful/concrete experiences such as sorting and classifying.	<b>ELA.2.8A</b> Discuss meanings of words including synonyms and antonyms and develop vocabulary through meaningful/concrete experiences such as sorting and classifying.	<b>ELA.3.8D</b> Demonstrate knowledge of synonyms, antonyms, and multiple meaning words by sorting, classifying, identifying related words, and selecting appropriate meanings.	<b>ELA.4.9B</b> Draw on experiences to bring meanings to words in context such as interpreting figurative language (metaphors, similes, and idioms) and multiple-meaning words by sorting, classifying, identifying related words, and selecting appropriate meanings.	<b>ELA.5.9B</b> Draw on experiences to bring meanings to words in context such as interpreting figurative language (metaphors, similes, and idioms) and multiple-meaning words by sorting, classifying, identifying related words, and selecting appropriate meanings.
	<b>ELA.PK(K.8B)</b> Increase vocabulary by listening to and discussing <b>books from multiple genres.</b>	<b>ELA.K.8B</b> Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.	<b>ELA.1.11B</b> Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.	<b>ELA.2.8B</b> Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.	<b>ELA.3.8A</b> Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.	<b>ELA.4.9A</b> Develop vocabulary by listening to discussing both familiar and conceptually challenging selections read aloud.	<b>ELA.5.9A</b> Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.



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<b>Strand 2: Reading</b>	<b>ELA.PK(K.8.C)</b> Begin to identify words that name persons, places, or things and words that name actions.	<b>ELA.K.8C</b> Identify words that name persons, places, or things and words that name actions through read alouds, discussions, drawings, games, and current events across content areas.	<b>ELA.1.11C</b> Identify words that name persons, places, or things and words that name actions through reading, discussions, drawings, games, and current events across content areas.	<b>ELA.2.8C</b> Develop grade appropriate vocabulary through reading, discussions, drawings, games, and current events across content areas.	<b>ELA.3.8B</b> Develop grade appropriate vocabulary through reading, discussions, drawings, games, and current events across content areas.	<b>ELA.4.9E</b> Develop grade appropriate vocabulary through reading, discussions, drawings, games, and current events across content areas.	<b>ELA.5.9E</b> Develop grade appropriate vocabulary through reading, discussions, drawings, games, and current events across content areas.	
	<b>ELA.PK(2.8D)</b> Begin to use classroom print (word walls, calendar, name chart, etc.) as references to develop vocabulary.	<b>ELA.K(2.8D)</b> Use resources such as word walls, calendar, charts, and picture dictionaries to develop vocabulary.	<b>ELA.1(2.8D)</b> Use resources such as beginners' dictionaries, picture dictionaries and glossaries to develop vocabulary.	<b>ELA.2.8D</b> Use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meaning and to confirm pronunciation.	<b>ELA.3.8C</b> Use resources and references such as intermediate dictionaries, glossaries, available technology, and context to build and determine the appropriate meaning and to confirm pronunciation.	<b>ELA.4.9C</b> Use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meaning and usage.	<b>ELA.5.9C</b> Use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meaning and usage.	
					<b>ELA.3(4.9D)</b> Determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> , or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> , <i>un-</i> , <i>-ion</i> .	<b>ELA.4.9D</b> Determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> , or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> , <i>un-</i> , <i>-ion</i> .	<b>ELA.5.9D</b> Determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> , or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> , <i>un-</i> , <i>-ion</i> .	
	<b>Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud.</b>							
	<b>ELA.PK.(K.9A)</b> Begin to develop and use prior knowledge to anticipate meaning and make sense of texts.	<b>ELA.K.9A</b> Activate and use prior knowledge to anticipate meaning and make sense of texts.	<b>ELA.1.12A</b> Activate and use prior knowledge to anticipate meaning and make sense of texts.	<b>ELA.2.9A</b> Activate and use prior knowledge to anticipate meaning and make sense of texts.	<b>ELA.3.9A</b> Activate and use prior knowledge to anticipate meaning and make sense of texts.	<b>ELA.4.10A</b> Activate and use his/her own knowledge and experience to comprehend.	<b>ELA.5.10A</b> Activate and use his/her own knowledge and experience to comprehend.	
	<b>ELA.PK.1D</b> Establish purpose for reading or listening such as to be entertained or to be informed.	<b>ELA.K.9B</b> Establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained.	<b>ELA.1.12B</b> Establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained.	<b>ELA.2.9B</b> Establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained.	<b>ELA.3.9B</b> Establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained.	<b>ELA.4.10B</b> Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.	<b>ELA.5.10B</b> Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.	
	<b>ELA.PK.9I</b> Begin to retell or act out the order of important events in stories read aloud using a variety of strategies such as role playing.	<b>ELA.K.9C</b> Retell or act out the sequence of important events in stories using a variety of strategies such as role playing.	<b>ELA.1.12C</b> Retell or act out the sequence of important events in stories using a variety of strategies such as graphic organizers or role playing.	<b>ELA.2.9C</b> Retell, act out, or identify the sequence of important events in stories using a variety of strategies such as graphic organizers or role playing.	<b>ELA.3.9C</b> Retell, act out, or identify the sequence of important events in stories using a variety of strategies such as graphic organizers or role playing.	<b>ELA.4.10E</b> Use the text's structure or progression of ideas such as cause and effect or chronology to determine the relationship between major ideas and events.	<b>ELA.5.10E</b> Use the text's structure or progression of ideas such as cause and effect or chronology to determine the relationship between major ideas and events.	



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<b>Strand 2: Reading</b>			<b>ELA.1.12D</b> Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help.	<b>ELA.2.9D</b> Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help.	<b>ELA.3.9D</b> Monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, adjusting rate and asking for help.	<b>ELA.4.10C</b> Monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, adjusting rate and asking questions.	<b>ELA.5.10C</b> Monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues adjusting rate, and asking questions.
			<b>ELA.1.12E</b> Draw and discuss visual images based on text descriptions.	<b>ELA.2.9E</b> Draw and discuss visual images based on text descriptions.	<b>ELA.3.9E</b> Draw and discuss visual images based on text descriptions.	<b>ELA.4.10D</b> Describe and discuss mental images that text descriptions evoke.	<b>ELA.5.10D</b> Describe, analyze, and discuss mental images that text descriptions evoke.
	<b>ELA.PK.9E</b> Make and explain inferences from texts read aloud such as making predictions (tell what will happen next in the story).	<b>ELA.K(1.12F)</b> Make and explain inferences from texts read aloud such as making predictions (tell what will happen next in the story), determining important ideas and cause and effect relationships.	<b>ELA.1.12F</b> Make and explain inferences from texts such as determining important ideas and cause and effect relationships, making predictions, and drawing conclusions.	<b>ELA.2.9F</b> Make and explain inferences from texts such as determining important ideas and supporting details, and cause and effect relationships, making predictions, and drawing conclusions.	<b>ELA.3.9F</b> Make and explain inferences from texts such as determining important ideas and supporting details and cause and effect relationships, making predictions, drawing conclusions and support them with text evidence.	<b>ELA.4.10H</b> Make inferences such as conclusions or generalizations and support them with relevant text evidence and experience.	<b>ELA.5.10H</b> Make inferences such as conclusions or generalizations and support them with relevant text evidence and experience.
			<b>ELA.1.12G</b> Identify similarities and differences such as in topics, characters, and problems across texts.	<b>ELA.2.9G</b> Identify similarities and differences such as in topics, characters, and problems across texts.	<b>ELA.3.9G</b> Identify similarities and differences such as in topics, characters, problems, and themes across texts.	<b>ELA.4.10I</b> Find similarities and differences across texts such as in treatment (the author's approach), scope (depth of information about topic), and/or organizational patterns (structure of the text).	<b>ELA.5.10I</b> Find similarities and differences across texts such as in treatment (the author's approach), scope (depth of information about the topic), and/or organization (structure of the text).
	<b>ELA.PK.4D</b> Tells a simple personal narrative, focusing on (summarizing) favorite or most memorable parts.	<b>ELA.K(2.9H)</b> Produce class summaries of text read aloud (oral, pictorial, and written).	<b>ELA.1(2.9H)</b> Produce summaries of text read (oral, pictorial such as story maps, and written).	<b>ELA.2.9H</b> Produce summaries of text selections.	<b>ELA.3.9H</b> Recall and organize ideas to produce summaries of texts; identify the best summary.	<b>ELA.4.10G</b> Paraphrase and summarize text to recall, inform, and organize ideas; identify the best summary.	<b>ELA.5.10G</b> Paraphrase and summarize text to recall, inform, and organize ideas; identify the best summary.




















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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
<b>Strand 2: Reading</b>	<b>ELA.PK(2.9I)</b> Participates in teacher directed group activity to produce a Venn diagram or story map to represent information from a book read aloud.	 <b>ELA.K(2.9I)</b> Create and use graphic organizers including story maps, graphs, Venn diagrams, and charts to represent and demonstrate comprehension of the text read aloud.	 <b>ELA.1(2.9I)</b> Create and use graphic organizers including story maps, graphs, Venn diagrams, and charts to represent and demonstrate comprehension of the text.	 <b>ELA.2.9I</b> Create and use graphic organizers including story maps, graphs, Venn diagrams, and charts to represent and demonstrate comprehension of the text.	 <b>ELA.3.9I</b> Interpret and create graphic representations including story maps, graphs, Venn diagrams, and charts to demonstrate comprehension of the text.	 <b>ELA.4.10L</b> Interpret and create graphic representations in different ways such as outlines, timelines, Venn diagrams, and other graphic organizers to demonstrate comprehension of the text.	 <b>ELA.5.10L</b> Interpret and create graphic representations in different ways such as an outline, a timeline, Venn diagrams, and other graphic organizers to demonstrate comprehension of the text.	
	<b>ELA.PK.6A</b> Recognize that reading is a way to obtain information and knowledge based on facts, by listening to nonfiction text read aloud.	<b>ELA.K(3.9J)</b> Recognize that reading is a way to obtain information and knowledge based on facts, by listening to nonfiction text read aloud.	 <b>ELA.1(3.9J)</b> Begin to distinguish fact from opinion in various texts, including news stories and advertisements texts.	 <b>ELA.2(3.9J)</b> Distinguish fact from opinion in various texts, including news stories and advertisements texts.	 <b>ELA.3.9J</b> Distinguish fact from opinion in various texts, including news stories and advertisements texts.	 <b>ELA.4.10J</b> Distinguish fact and opinion in various texts by recognizing persuasive techniques or language.	 <b>ELA.5.10J</b> Distinguish fact and opinion in various texts by recognizing persuasive techniques or language.	
		<b>ELA.K(3.9K)</b> Practice different kinds of questions and tasks, including single response and test-like multiple choice comprehension questions.	<b>ELA.1(3.9K)</b> Practice different kinds of questions and tasks, including single response and test-like multiple choice comprehension questions.	<b>ELA.2(3.9K)</b> Practice different kinds of questions and tasks, including test-like multiple choice and short answer comprehension questions.	<b>ELA.3.9K</b> Practice different kinds of questions and tasks, including test-like multiple choice and short answer comprehension questions.	<b>ELA.4.10K</b> Answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer.	<b>ELA.5.10K</b> Answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer.	
	 <b>ELA.PK(4.10F)</b> Begin to identify the main idea of a story, (what the story is mostly about).	 <b>ELA.K(4.10F)</b> Identify the main idea (what the text is mostly about) and the most important supporting details of texts read aloud.	 <b>ELA.1(4.10F)</b> Identify the main idea (what the text is mostly about) and the most important supporting details of texts.	 <b>ELA.2(4.10F)</b> Identify a text's main (or major) ideas and explain how those ideas are supported with details.	 <b>ELA.3(4.10F)</b> Identify a text's main (or major) ideas and explain how those ideas are supported with details.	 <b>ELA.4.10F</b> Determine and identify stated or paraphrased main ideas and explain how those ideas are supported with details in a text.	 <b>ELA.5.10F</b> Determine and identify stated or paraphrased main ideas and explain how those ideas are supported with details in a text.	
	<b>Reading/literary response. The student responds to various texts.</b>							
	<b>ELA.PK.8C</b> Frequently request the re-reading of books.	<b>ELA.K.10A</b> Listen to a variety of genres being read aloud.	<b>ELA.1.13A</b> Listen to a variety of genres being read aloud.	<b>ELA.2(1.13A)</b> Listen to a variety of genres being read aloud.	<b>ELA.3(1.13A)</b> Listen to a variety of genres being read aloud.	<b>ELA.4(1.13A)</b> Listen to a variety of genres being read aloud.	<b>ELA.5(1.13A)</b> Listen to variety of genres being read aloud.	
	<b>ELA.PK.9J</b> Show appreciation of repetitive language patterns by joining in when predictable and patterned selections are read aloud.	<b>ELA.K.10B</b> Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud.	<b>ELA.1.13B</b> Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud.	<b>ELA.2.10A</b> Respond to narrative texts and poetry in ways that reflect understanding and interpretation through discussion (speculating, questioning) in writing, and through movement, music, art, and drama.	<b>ELA.3.10A</b> Respond to narrative texts and poetry in ways that reflect understanding and interpretation through discussion (speculating, questioning) in writing, and through movement, music, art, and drama.	<b>ELA.4.11A</b> Respond to narrative texts and poetry by offering observations, making connections, reacting, speculating, interpreting, and questioning.	<b>ELA.5.11A</b> Respond to narrative texts and poetry by offering observations, making connections, reacting, speculating, interpreting, and questioning.	



What is it we want all students to learn?



Denotes Proposed Power Objective

## English Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
<b>Strand 2: Reading</b>	<b>ELA.PK.1F(2)</b> Respond to books/stories through gestures (role play), actions (writing) and/or language (summarizing).	<b>ELA.K.10C</b> Respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation.	<b>ELA.1.13C</b> Respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation.	<b>ELA.2.10B</b> Demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology.	<b>ELA.3.10B</b> Demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology.	<b>ELA.4.11B</b> Interpret, compare and represent text ideas through a variety of response options such as journal writing, discussion, enactment, timelines, outlines, media productions.	<b>ELA.5.11B</b> Interpret, compare and represent text ideas through a variety of response options such as journal writing, discussion, enactment, timelines, outlines, media productions.	
			<b>ELA.1.13D</b> Connect ideas and themes across texts.	<b>ELA.2.10D</b> Connect ideas and themes across texts.	<b>ELA.3.10D</b> Connect, compare and contrast ideas and themes across informational and narrative texts.	<b>ELA.4.11D</b> Connect, compare, and contrast ideas, themes, and issues (problem, solution, morals, and lessons) across informational and narrative texts.	<b>ELA.5.11D</b> Connect, compare, and contrast ideas, themes, and issues (problem, solution, morals, and lessons) across informational and narrative texts.	
	<b>ELA.PK.6D</b> Explain that pictures carry meaning but cannot be read.	<b>ELA.K.10D</b> Describe how illustrations contribute to the text.	<b>ELA.1.13E</b> Describe how illustrations contribute to the text.	<b>ELA.2.10C</b> Support interpretations or conclusions with examples drawn from text.	<b>ELA.3.10C</b> Locate and cite relevant text evidence to support an interpretation or conclusion about characters or events with examples drawn from text and his/her own experiences.	<b>ELA.4.11C</b> Locate and cite relevant text evidence to support an interpretation or conclusion about characters, events, or situations with examples drawn from text and his/her own experiences.	<b>ELA.5.11C</b> Locate and cite relevant text evidence to support an interpretation or conclusion about characters, events, or situations with examples drawn from text and his/her own experiences.	
	<b>Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts.</b>							
	<b>ELA.PK. 6I</b> Identify the forms and functions of text (e.g., lists for shopping, recipes for cooking, newspapers for learning about current events, letters and messages for communication).	<b>ELA.K.11A</b> Distinguish different forms of texts read aloud such as lists, newsletters, and signs and their functions such as to inform or entertain.	<b>ELA.1.14A</b> Distinguish different forms of texts such as lists, newsletters, and signs and their function such as to inform or entertain.	<b>ELA.2.11A</b> Distinguish different forms of texts such as lists, newsletters, and signs and their function such as to inform or entertain.	<b>ELA.3.11A</b> Distinguish different forms of texts such as lists, newsletters, and signs and explain their function such as to inform, influence, or entertain.	<b>ELA.4.12C</b> Identify and analyze different types of texts including narrative, expository, and media and explain their function such as to inform, influence, express, or entertain.	<b>ELA.5.12C</b> Identify and analyze different types of texts including narrative, expository, and media and explain their function such as to inform, influence, express, or entertain.	
	<b>ELA.PK.9D(1)</b> Become increasingly familiar with narrative text form (simple story structure) and its elements.	<b>ELA.K.11B</b> Understand simple story structure.	<b>ELA.1.14B</b> Understand simple narrative and expository text structure.	<b>ELA.2.11B</b> Identify text as written for entertainment (narrative) or for information (expository) by examining the text structure.	<b>ELA.3.11G</b> Use text structure to compare and contrast printed text, and compare and contrast a dramatic performance with a print version of the same story.	<b>ELA.4.12B</b> Recognize that authors organize information in specific ways by examining the structure of the text.	<b>ELA.5.12B</b> Recognize that authors organize information in specific ways by examining the structure of the text.	



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<b>Strand 2: Reading</b>	<b>ELA.PK.9F</b> Imitate the special language in storybooks and story dialogue, and uses it in retellings and dramatic play [(such as "Once upon a time...")].	<b>ELA.K.11C</b> Distinguish fiction from nonfiction, including fact and fantasy from text read aloud.	<b>ELA.1.14C</b> Distinguish fiction from nonfiction, including fact and fantasy.	<b>ELA.2.11C</b> Distinguish fiction from nonfiction, including fact and fantasy.	<b>ELA.3.11B</b> Distinguish fiction from nonfiction, including fact and fantasy.		
					<b>ELA.3(4.12A)</b> Discuss the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" using text evidence.	<b>ELA.4.12A</b> Judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" using text evidence.	<b>ELA.5.12A</b> Judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" using text evidence.
	<b>ELA.PK.9A</b> Recognize and distinguish among literary forms such as stories, poems and informational text by recognizing favorite books by their cover.	<b>ELA.K(1.14D)</b> Begin to recognize the distinguishing features of familiar genres, including stories, poetry, and informational texts.	<b>ELA.1.14D</b> Recognize the distinguishing features of familiar genres, including stories, poetry, and informational texts.	<b>ELA.2.11D</b> Recognize the distinguishing features of a variety of texts to determine their genres, including stories, poetry, and informational texts.	<b>ELA.3.11C</b> Recognize the distinguishing features of a variety of texts to determine their genres, including stories, poetry, and informational texts.	<b>ELA.4.12D</b> Recognize the distinguishing features of a variety of texts to determine their genres, including biography, historical fiction, informational texts, and poetry.	<b>ELA.5.12D</b> Recognize the distinguishing features of a variety of texts to determine their genres, including biography, historical fiction, informational texts, and poetry.
			<b>ELA.1(2.11E)</b> Begin to compare communication in different forms (print to non-print).	<b>ELA.2.11E</b> Compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants.	<b>ELA.3.11D</b> Compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants.	<b>ELA.4.12E</b> Compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants.	<b>ELA.5.12E</b> Compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants.
		<b>ELA.K.11D</b> Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books.	<b>ELA.1.14E</b> Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books.	<b>ELA.2.11G</b> Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books.	<b>ELA.3.11F</b> Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies.	<b>ELA.4.12G</b> Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies.	<b>ELA.5.12G</b> Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies.



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<b>Strand 2: Reading</b>	<b>ELA.PK.6E</b> Discuss the title and roles of author and illustrator or a book in teacher directed activities.	<b>ELA.K.11E</b> Understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures.	<b>ELA.1.14F</b> Understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures.	<b>ELA.2.11F</b> Understand and identify simple literary terms such as title, author, and illustrator across a variety of literary forms (texts).	<b>ELA.3.11E</b> Understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts).	<b>ELA.4.12F</b> Understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts).	<b>ELA.5.12F</b> Understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts).	
	<b>ELA.PK.9D(2)</b> Become increasingly familiar with narrative form and its elements by identifying characters in a story.	<b>ELA.K(1.14G)</b> Identify and describe the characters including their traits, feelings, and relationships.	<b>ELA.1.14G</b> Identify and describe characters, including their traits, feelings, relationships, and changes.	<b>ELA.2.11H</b> Identify, describe, and analyze important characters, including their traits, feelings, relationships, and changes.	<b>ELA.3.11H</b> Identify, describe, and analyze important characters, including their traits, causes of feelings and motivations, relationships, problems and their solutions, and the changes they undergo.	<b>ELA.4.12H</b> Identify, describe, and analyze important characters, including their traits, points of view, causes of feelings and motivations, relationships, conflicts and their solutions, and the changes they undergo.	<b>ELA.5.12H</b> Identify, describe, and analyze important characters, including their traits, points of view, causes of feelings and motivations, relationships, conflicts and their solutions, and the changes they undergo.	
	<b>ELA.PK(1.14H)</b> Identify where the story takes place.	<b>ELA.K(1.14H)</b> Identify the setting (time and place) of a story read aloud.	<b>ELA.1.14H</b> Identify the setting (time and place) and explain its importance to a story's meaning.	<b>ELA.2.11I</b> Identify the setting (time and place) and explain its importance to a story's meaning.	<b>ELA.3.11I</b> Describe and analyze the setting, its changes over time and its importance to the story's meaning.			
	<b>ELA.PK.9(3)</b> Become increasingly familiar with narrative form and its elements by identifying plot and the resolution of a story.	<b>ELA.K(1.14I)</b> Begin to recognize plot/events and problem(s) in stories read aloud.	<b>ELA.1.14I</b> Recognize plot/events and problem(s) in stories.	<b>ELA.2.11J</b> Recognize and explain the story's plot events in sequential order and identify the problem(s) and solution(s).	<b>ELA.3.11J</b> Recognize and explain the importance of the story's major plot events, problem(s), and solution(s).	<b>ELA.4.12I</b> Recognize and analyze story plot, setting, and problem resolution and explain their importance to the story.	<b>ELA.5.12I</b> Recognize and analyze story plot, setting, and problem resolution and explain their importance to the story.	
						<b>ELA.4.12J</b> Describe how the author's perspective or point of view (attitudes or tone about his/her subject) affects the development of ideas in a text.	<b>ELA.5.12J</b> Describe how the author's perspective or point of view (attitudes or tone about his/her subject) affects the development of ideas in a text.	
	<b>Reading/inquiry/research. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources.</b>							
	<b>ELA.PK.9G</b> Ask questions and make comments about the information and events from a piece of writing or books.	<b>ELA.K.12A</b> Ask relevant questions such as "Why did knights wear armor?" for inquiry before, during, and after a read aloud.	<b>ELA.1.15A</b> Ask relevant questions, such as "What do pill bugs eat?" for inquiry before, during, and after reading.	<b>ELA.2.12A</b> Ask relevant questions, such as "Why do birds build different kinds of nests?" for inquiry before, during, and after reading.	<b>ELA.3.12A</b> Ask relevant questions, such as "What Native American tribes inhabit(ed) Texas?" for inquiry before, during, and after reading.	<b>ELA.4.13A</b> Formulate and revise questions for investigations, before, during, and after reading, including questions arising from interests and units of study.	<b>ELA.5.13A</b> Formulate and revise questions for investigations, before, during, and after reading, including questions arising from interests and units of study.	



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<b>Strand 2: Reading</b>	<b>ELA.PK.6A (2)</b> Use print and pictures to obtain information and knowledge and answer questions.	<b>ELA.K.12B</b> Begin to use pictures, print, and people to gather information and answer question.	<b>ELA.1.15B</b> Use pictures, print, and people to gather information and answer questions.	<b>ELA.2.12D</b> Use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions.	<b>ELA.3.12D</b> Use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions.	<b>ELA.4.13C</b> Use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions.	<b>ELA.5.13C</b> Use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions.
	<b>ELA.PK.9H</b> Connect information and events in books to real-life experiences.	<b>ELA.K.12C</b> Draw conclusions from information gathered from texts read aloud.	<b>ELA.1.15C</b> Draw conclusions from information gathered.	<b>ELA.2.12H</b> Draw conclusions from information gathered.	<b>ELA.3.12J</b> Draw conclusions from information gathered.	<b>ELA.4.13G</b> Draw conclusions from information gathered from multiple sources.	<b>ELA.5.13G</b> Draw conclusions from information gathered from multiple sources.
	<b>ELA.PK.8F</b> Ask to visit the library.	<b>ELA.K.12D</b> Locate important areas of the library/media center to begin to investigate specific topics.	<b>ELA.1.15F</b> Locate important areas of the library/media center to investigate specific topics.	<b>ELA.2.12F</b> Locate and use important areas of the library media center to investigate specific topics.	<b>ELA.3.12F</b> Locate and use important areas of the library media center to investigate specific topics.		
			<b>ELA.1.15D</b> Use alphabetical order to locate information.	<b>ELA.2.12B</b> Use alphabetical order to locate information.	<b>ELA.3.12B</b> Use alphabetical order to locate information.	<b>ELA.4.13B</b> Use text organizers, including headings, graphic features, and tables of contents, to locate and organize information.	<b>ELA.5.13B</b> Use text organizers, including headings, graphic features, and tables of contents, to locate and organize information.
			<b>ELA.1.15E</b> Recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices.	<b>ELA.2.12C</b> Recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices.	<b>ELA.3.12C</b> Recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices.	<b>ELA.4.(3.12C)</b> Use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices for research.	<b>ELA.5.(3.12C)</b> Use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices for research.
		<b>ELA.K.(2.12E)</b> Begin to interpret and use graphic sources of information such as maps and charts.	<b>ELA.1.(2.12E)</b> Interpret and use graphic sources of information such as maps, charts, and graphs.	<b>ELA.2.12E</b> Interpret and use graphic sources of information such as maps, charts, graphs, and diagrams.	<b>ELA.3.12E</b> Interpret and use graphic sources of information such as maps, charts, graphs, and diagrams.	<b>ELA.4.13D</b> Interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions.	<b>ELA.5.13D</b> Interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions.
				<b>ELA.2.(3.12G)</b> Organize information in systematic ways, including notes, charts, and labels.	<b>ELA.3.12G</b> Organize information in systematic ways, including notes, charts, and labels.	<b>ELA.4.13E</b> Summarize and organize information from multiple sources by taking notes, outlining ideas, excerpting texts (direct quotes), or making charts.	<b>ELA.5.13E</b> Summarize and organize information from multiple sources by taking notes, outlining ideas, excerpting texts (direct quotes), or making charts.



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<b>Strand 2: Reading</b>				<b>ELA.2.12G</b> Demonstrate learning through productions and displays such as murals, written and oral reports, and dramatizations.	<b>ELA.3.12H</b> Demonstrate learning through productions and displays such as murals, written and oral reports, and dramatizations.	<b>ELA.4.13F</b> Produce research projects and reports in effective formats using visuals to support meaning, as appropriate.	<b>ELA.5.13F</b> Produce research projects and reports in effective formats using visuals to support meaning, as appropriate.	
					<b>ELA.3.12I</b> Use compiled information and knowledge to raise additional, unanswered questions.	<b>ELA.4.13H</b> Use compiled information and knowledge to raise additional, unanswered questions.	<b>ELA.5.13H</b> Use compiled information and knowledge to raise additional, unanswered questions.	
	<b>Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.</b>							
	<b>ELA.PK(K.13A)</b> Connect his/her own experiences with the life experiences, language, customs and culture of others.	<b>ELA.K.13A</b> Connect his/her own experiences with the life experiences, language, customs, and culture of others and explain similarities and differences.	<b>ELA.1.16A</b> Connect his/her own experiences with the life experiences, language, customs, and culture of others and explain similarities and differences.	<b>ELA.2.13A</b> Connect his/her own experiences with the life experiences, language, customs, and culture of others and explain similarities and differences.	<b>ELA.3.13A</b> Connect his/her own experiences with the life experiences, language, customs, and culture of others and explain similarities and differences.	<b>ELA.4.14A</b> Compare text events with his/her own and other readers' experiences and explain similarities and differences.	<b>ELA.5.14A</b> Compare text events with his/her own and other readers' experiences and explain similarities and differences.	
		<b>ELA.K.13B</b> Compare experiences of characters across cultures.	<b>ELA.1.16B</b> Compare experiences of characters across cultures.	<b>ELA.2.13B</b> Compare experiences of characters across cultures.	<b>ELA.3.13B</b> Compare experiences of characters across cultures including communication, practices, perspectives, and products through wide reading.	<b>ELA.4.14B</b> Determine distinctive and common characteristics of elements of culture including communication, customs, and community through wide reading.	<b>ELA.5.14B</b> Determine distinctive and common characteristics of elements of culture including communication, customs, and community through wide reading.	
						<b>ELA.4.14C</b> Articulate and discuss themes and connections that cross cultures.	<b>ELA.5.14C</b> Articulate and discuss themes and connections that cross cultures.	
<b>Strand 3: Writing</b>	<b>Writing/spelling/penmanship. The student develops the foundations of writing.</b>							
	<b>ELA.PK.10B</b> Use known letters and approximations of letters to write his/her own name and other important words (especially meaningful words like word wall words and words or phrases of personal significance such as "love", "mom", "dad" etc.	<b>ELA.K.14A</b> Write his/her own name and other important words.	<b>ELA.1.17A</b> Write his/her own name and other important words.					



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<b>Strand 3: Writing</b>		<b>ELA.K.14B</b> Write each letter of the alphabet, both capital and lowercase.	<b>ELA.1.17B</b> Write each letter of the alphabet, both capital and lowercase.				
	<b>ELA.PK.10C</b> Begin to use letter and sound knowledge to write letters and messages in daily journals or writing center. (developmental spelling).	<b>ELA.K.14C</b> Use phonological knowledge to map sounds to letters to write messages.	<b>ELA.1.17C</b> Use phonological knowledge to map sounds to letters to write messages.				
	<b>ELA.PK(K.14D)</b> Begin to write messages that move left-to-right and top-to-bottom on the page.	<b>ELA.K.14D</b> Write messages that move left-to-right and top-to-bottom on the page.	<b>ELA.1.17D</b> Write messages that move left-to-right and top-to-bottom on the page.				
	<b>ELA.PK.8D (2)</b> Show increasing control of fine-motor skills and demonstrate how to appropriately use a variety of writing tools. (markers, crayons, pencils).	<b>ELA.K.14E</b> Gain increasing control of penmanship such as pencil grip, paper position, and beginning stroke.	<b>ELA.1.17E</b> Gain an increasing control of penmanship such as pencil grip, paper position, stroke, and posture.	<b>ELA.2.15A</b> Gain increasing control of aspects of penmanship such as pencil grip, paper position, stroke, and posture, and using correct letter formation, appropriate size, and spacing.	<b>ELA.3.15A</b> Demonstrate increasing control of all aspects of penmanship.	<b>ELA.4.16A</b> Select cursive or manuscript handwriting to ensure legibility.	<b>ELA.5.16A</b> Select cursive or manuscript handwriting to ensure legibility.
			<b>ELA.1.17F</b> Use word and letter spacing and margins to make messages readable.	<b>ELA.2.15B</b> Use word and letter spacing and margins to make messages readable.			
			<b>ELA.1.17G</b> Use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points.	<b>ELA.2.15C</b> Use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points.			
				<b>ELA.2.15D</b> Use more complex capitalization and punctuation with increasing accuracy such as proper nouns, abbreviations, commas, apostrophes, and quotation marks.	<b>ELA.3.15B</b> Use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy.	<b>ELA.4.16B</b> Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation.	<b>ELA.5.16B</b> Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation.



What is it we want all students to learn?



Denotes Proposed Power Objective

## English Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
<b>Strand 3: Writing</b>	<b>Writing /composition. The student composes original texts. (Kindergarten)</b>							
	<b>Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms.</b>							
	<b>ELA.PK.10F</b> Begin to dictate words, phrases and sentences to an adult recording on paper (shared writing of letters or stories).	<b>ELA.K.15A</b> Dictate messages such as news and stories for others to write.	<b>ELA.1.18A</b> Dictate messages such as news and stories for others to write.					
	<b>ELA.PK.10E</b> Attempt to use a variety of forms of writing (i.e., lists, messages, journals, writes name).	<b>ELA.K.15B</b> Write labels, notes, and captions for illustrations, possessions, charts, centers.	<b>ELA.1.18B</b> Write labels, notes, and captions for illustrations, possessions, charts, centers.					
	<b>ELA.PK.10D</b> Understand that writing is used to communicate ideas and information, recognizes messages move from left-to-right and top-to-bottom on the page.	<b>ELA.K.15C</b> Write to record ideas and reflections through shared writing.	<b>ELA.1.18C</b> Write to record ideas and reflections.	<b>ELA.2.14A</b> Write to record ideas and reflections.	<b>ELA.3.14A</b> Write to record ideas and reflections.			
	<b>ELA.PK(1.18D)</b> Participate in shared writing activities to express ideas.	<b>ELA.K(1.18D)</b> Write to discover, develop, and refine ideas through shared writing.	<b>ELA.1.18D</b> Write to discover, develop, and refine ideas.	<b>ELA.2.14B</b> Write to discover, develop, and refine ideas.	<b>ELA.3.14B</b> Write to discover, develop, and refine ideas.	<b>ELA.4.15A</b> Write to express, discover record, develop, reflect on ideas, and to problem solve.	<b>ELA.5.15A</b> Write to express, discover record, develop, reflect on ideas, and to problem solve.	
		<b>ELA.K(1.18E)</b> Write to communicate with a variety of audiences through shared writing.	<b>ELA.1.18E</b> Write to communicate with a variety of audiences.	<b>ELA.2.14C</b> Write to communicate with a variety of audiences.	<b>ELA.3.14C</b> Write to communicate with a variety of audiences.	<b>ELA.4.15B</b> Write to influence such as to persuade, argue, and request.	<b>ELA.5.15B</b> Write to influence such as to persuade, argue, and request.	
		<b>ELA.K(1.18F)</b> Write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain through shared writings.	<b>ELA.1.18F</b> Write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain.	<b>ELA.2.14D</b> Write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain.	<b>ELA.3.14D</b> Write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain.	<b>ELA.4.15C</b> Write to inform such as to explain, describe, report, and narrate.	<b>ELA.5.15C</b> Write to inform such as to explain, describe, report, and narrate.	
	<b>ELA.PK(4.15D)</b> Write to entertain such as composing simple stories through shared writing.	<b>ELA.K(4.15D)</b> Write to entertain such as composing humorous poems or simple stories through shared writings.	<b>ELA.1(4.15D)</b> Write to entertain such as composing humorous poems or short stories through shared writings.	<b>ELA.2(4.15D)</b> Write to entertain such as composing humorous poems or short stories.	<b>ELA.3(4.15D)</b> Write to entertain such as composing humorous poems or short stories.	<b>ELA.4.15D</b> Write to entertain such as composing humorous poems or short stories.	<b>ELA.5.15D</b> Write to entertain such as composing humorous poems or short stories.	



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**English Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5  
Vertical Alignment Matrix**

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
<b>Strand 3: Writing</b>					<b>ELA.3(4.15E)</b> Write personal narratives and stories with unique voice by expressing one's personality by incorporating stylistic and grade appropriate literary elements and devices.	<b>ELA.4.15E</b> Write personal narratives and stories with unique voice by expressing one's personality or personal viewpoint by incorporating stylistic elements and devices.	<b>ELA.5.15E</b> Write personal narratives and stories with unique voice by expressing one's personality or personal viewpoint by incorporating stylistic elements and devices.	
					<b>ELA.3(4.15F)</b> Choose the appropriate form for his/her own purpose for writing, including journals, letters, reports, poems, and narratives.	<b>ELA.4.15F</b> Choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions.	<b>ELA.5.15F</b> Choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions.	
				<b>ELA.2(5.15G)</b> Use literary devices such as dialogue and figurative language (similes) effectively.	<b>ELA.3(5.15G)</b> Use literary devices such as dialogue and figurative language (similes and metaphors) effectively.	<b>ELA.4(5.15G)</b> Use literary devices such as suspense, dialogue, and figurative language (similes, metaphors, personification, and idioms) effectively.	<b>ELA.5.15G</b> Use literary devices effectively such as suspense, dialogue, and figurative language.	
	<b>Writing /composition. The student composes original texts. (Kindergarten)</b>							
	<b>Writing/writing processes. The student selects and uses writing processes to compose original text.</b>							
		<b>ELA.PK(K.15D)</b> Generate ideas before a shared writing activity.	<b>ELA.K.15D</b> Generate ideas before writing on self-selected topics	<b>ELA.1.19A</b> Generate ideas before writing on self-selected topics.	<b>ELA.2.18A</b> Generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts.	<b>ELA.3.18A</b> Generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts.	<b>ELA.4.19A</b> Generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs.	<b>ELA.5.19A</b> Generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs.
			<b>ELA.K.15E</b> Generate ideas before writing on assigned tasks.	<b>ELA.1.19B</b> Generate ideas before writing on assigned tasks.				
		<b>ELA.PK(1.19C)</b> Begin to develop drafts by organizing ideas into sentences through shared writing.	<b>ELA.K(1.19C)</b> Develop drafts by organizing ideas into sentences through shared writing.	<b>ELA.1.19C</b> Develop drafts categorizing sentences and organizing them into paragraphs.	<b>ELA.2.18B</b> Develop drafts by categorizing sentences and organizing them into paragraphs.	<b>ELA.3.18B</b> Develop drafts by categorizing ideas and organizing them into paragraphs.	<b>ELA.4.19B</b> Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text.	<b>ELA.5.19B</b> Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text.



What is it we want all students to learn?



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## English Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 3: Writing</b>	<b>ELA.PK(1.19D)</b> Begin to revise sentences for word choice through shared writing.	<b>ELA.K(1.19D)</b> Revise sentences for word choice through shared writing.	<b>ELA.1.19D</b> Revise selected drafts for varied purposes, including achieving a sense of audience, precise word choices, and vivid images.	<b>ELA.2.18C</b> Revise selected drafts for varied purposes, including achieving a sense of audience, precise word choices, and vivid images.	<b>ELA.3.18C</b> Revise selected drafts for varied purposes, including achieving a sense of audience, precise word choices, and vivid images.	<b>ELA.4.19D</b> Revise drafts for coherence, progression, transition, and logical development of ideas.	<b>ELA.5.19D</b> Revise drafts for coherence, progression, transition, and logical development of ideas.
	<b>ELA.PK(4.19C)</b> Begin to revise sentences by adding, elaboration, and deleting words through shared writing.	<b>ELA.K(4.19C)</b> Revise sentences by adding, elaborating, and deleting words through shared writing.	<b>ELA.1(4.19C)</b> Revise selected drafts by adding, elaborating, deleting, and rearranging text.	<b>ELA.2(4.19C)</b> Revise selected drafts by adding, elaborating, deleting, and rearranging text.	<b>ELA.3(4.19C)</b> Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.	<b>ELA.4.19C</b> Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.	<b>ELA.5.19C</b> Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.
	<b>ELA.PK(2.18D)</b> Begin to edit sentences for grade appropriate grammar and punctuation through shared writing.	<b>ELA.K(2.18D)</b> Edit sentences for grade appropriate grammar, spelling, and punctuation through shared writing.	<b>ELA.1(2.18D)</b> Edit sentence for grade appropriate grammar, spelling, and punctuation.	<b>ELA.2.18D</b> Edit for appropriate grammar, spelling, punctuation, and features of polished writings.	<b>ELA.3.18D</b> Edit for appropriate grammar, spelling, punctuation, and features of polished writings.	<b>ELA.4.19E</b> Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice.	<b>ELA.5.19E</b> Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice.
		<b>ELA.K.15F</b> Use available technology to compose shared text.	<b>ELA.1.19E</b> Use available technology to compose text.	<b>ELA.2.18E</b> Use available technology for aspects of writing, including word processing, spell checking, and printing.	<b>ELA.3.18E</b> Use available technology for aspects of writing, including word processing, spell checking, and printing.	<b>ELA.4.19F</b> Use available technology to support aspects of creating, revising, editing, and publishing texts.	<b>ELA.5.19F</b> Use available technology to support aspects of creating, revising, editing, and publishing texts.
				<b>ELA.2.18F</b> Demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form and "publishing" them for audiences.	<b>ELA.3.18F</b> Demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form and "publishing" them for audiences.	<b>ELA.4.19G</b> Refine selected pieces frequently to "publish" for general and specific audiences.	<b>ELA.5.19G</b> Refine selected pieces frequently to "publish" for general and specific audiences.
	<b>ELA.PK(4.19H)</b> Begin to proofread shared writing to correct errors including punctuation and capitalization.	<b>ELA.K(4.19H)</b> Proofread shared writing to correct errors including punctuation and capitalization.	<b>ELA.1(4.19H)</b> Proofread his/her own writing to correct errors including spelling, punctuation, and capitalization.	<b>ELA.2(4.19H)</b> Proofread his/her own writing to correct errors including spelling, punctuation, and capitalization.	<b>ELA.3(4.19H)</b> Proofread his/her own writing and that of others to correct errors including spelling, punctuation, and capitalization.	<b>ELA.4.19H</b> Proofread his/her own writing and that of others to correct errors including double negatives, misuse of homonyms and pronoun reference.	<b>ELA.5.19H</b> Proofread his/her own writing and that of others to correct errors including double negatives, misuse of homonyms and pronoun reference.
					<b>ELA.3(4.19I)</b> Select and use reference materials and resources such as dictionaries as needed for writing, revising, and editing final drafts.	<b>ELA.4.19I</b> Select and use reference materials and resources such as traditional and electronic sources as needed for writing, revising, and editing final drafts.	<b>ELA.5.19I</b> Select and use reference materials and resources such as traditional and electronic sources as needed for writing, revising, and editing final drafts.



What is it we want all students to learn?

Denotes Proposed Power Objective

**English Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5  
Vertical Alignment Matrix**

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 3: Writing</b>	<b>Writing/spelling. The student spells proficiently.</b>						
			<b>ELA.1.20A</b> Write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop).	<b>ELA.2.16B</b> Write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop).	<b>ELA.3.16A</b> Write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop).		
				<b>ELA.2(3.16B)</b> Spell multisyllabic words using regularly spelled phonogram patterns.	<b>ELA.3.16B</b> Spell multisyllabic words using regularly spelled phonogram patterns.	<b>ELA.4(3.16B)</b> Spell multisyllabic words correctly.	<b>ELA.5(3.16B)</b> Spell multisyllabic words correctly.
			<b>ELA.1.20B</b> Write with more proficient spelling of inflectional endings such as plurals and verb tense.	<b>ELA.2.16C</b> Write with more proficient spelling of inflectional endings such as plurals and verb tense.	<b>ELA.3.16C</b> Write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added.	<b>ELA.4.17B</b> Apply affixes (suffixes such as -able or -less, prefixes such as re- or un-, and inflections such as -ed and -ing) to root words (such as drink, speak, read, or happy) to spell words correctly, including verbs to ensure proper tense and number agreement.	<b>ELA.5.17B</b> Apply affixes (suffixes such as -able or -less, and prefixes such as re- or un-, and inflections such as -ed and -ing) to root words (such as drink, speak, read, or happy) to spell words correctly, including verbs to ensure proper tense and number agreement.
			<b>ELA.1.20C</b> Spell single syllable words that have r-controlled vowels such as in burn or star; that have the final consonants f, l, and s such as in miss or doll; and that have ck as the final consonants such as in buck.				
			<b>ELA.1.20D</b> Use resources to find correct spellings, synonyms, and replacement words.	<b>ELA.2.16A</b> Use resources to find correct spellings, synonyms, and replacement words.	<b>ELA.3.16H</b> Use resources to find correct spellings, synonyms, and replacement words.	<b>ELA.4.17C</b> Use resources to find correct spellings.	<b>ELA.5.17C</b> Use resources to find correct spellings.
			<b>ELA.1.20E</b> Use conventional spelling of familiar words in final drafts.	<b>ELA.2(4.17D)</b> Spell correctly, identify and correct misspelled words in final drafts.	<b>ELA.3(4.17D)</b> Spell correctly, identify and correct misspelled words in final drafts.	<b>ELA.4.17D</b> Spell correctly, identify and correct misspelled words in final drafts.	<b>ELA.5.17D</b> Spell correctly, identify and correct misspelled words in final drafts.



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**English Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5  
Vertical Alignment Matrix**

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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
<b>Strand 3: Writing</b>				<p><b>ELA.2.16D</b> Write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i.</p>	<p><b>ELA.3.16D</b> Write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i.</p>			
			<p><b>ELA.1(3.16E)</b> Write with more proficient spelling of contractions and compounds.</p>	<p><b>ELA.2(3.16E)</b> Write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare.</p>	<p><b>ELA.3.16E</b> Write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare.</p>	<p><b>ELA.4(3.16E)</b> Write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare.</p>	<p><b>ELA.5(3.16E)</b> Write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare.</p>	
				<p><b>ELA.2(3.16F)</b> Spell correctly, and identify and correct misspelled words including words with syllable constructions such as closed and open.</p>	<p><b>ELA.3.16F</b> Spell correctly, and identify and correct misspelled words including words with syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns.</p>	<p><b>ELA.4.17A</b> Write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns.</p>	<p><b>ELA.5.17A</b> Write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns.</p>	
			<p><b>ELA.1(3.16G)</b> Spell words ending in -ed and -s such as walked and walks.</p>	<p><b>ELA.2(3.16G)</b> Spell words ending in -ed, -s, -tion and -sion such as changed, changes, station, and procession.</p>	<p><b>ELA.3.16G</b> Spell words ending in -tion and -sion such as station and procession.</p>	<p><b>ELA.4(3.16G)</b> Spell words ending in -tion and -sion such as station and procession.</p>	<p><b>ELA.5(3.16G)</b> Spell words ending in -tion and -sion such as station and procession.</p>	
	<b>Writing/grammar/usage. The student composes meaningful texts by applying knowledge of grammar and usage.</b>							
	<p><b>ELA.PK(1.21A)</b> Begin to use nouns and verbs (action words) in sentences through shared writing.</p>	<p><b>ELA.K(1.21A)</b> Use nouns and verbs in sentences through shared writing.</p>	<p><b>ELA.1.21A</b> Use nouns and verbs in sentences.</p>					
			<p><b>ELA.1.(2.17A)</b> Use singular and plural forms of regular nouns.</p>	<p><b>ELA.2.17A</b> Use singular and plural forms of regular nouns.</p>	<p><b>ELA.3.17B</b> Use singular and plural forms of regular nouns and adjust verbs for agreement.</p>	<p><b>ELA.4(3.17B)</b> Use singular and plural forms of regular nouns and adjust verbs for agreement.</p>	<p><b>ELA.5(3.17B)</b> Use singular and plural forms of regular nouns and adjust verbs for agreement.</p>	
				<p><b>ELA.2(3.17A)</b> Use correct irregular plurals such as sheep.</p>	<p><b>ELA.3.17A</b> Use correct irregular plurals such as sheep.</p>	<p><b>ELA.4.18A</b> Use regular and irregular plurals correctly.</p>	<p><b>ELA.5.18A</b> Use regular and irregular plurals correctly.</p>	












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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 3: Writing</b>	<b>ELA.PK(1.21B)</b> Begin to compose sentences in written texts and use the appropriate end punctuation through shared writing.	<b>ELA.K(2.21B)</b> Compose complete sentences in written texts and use the appropriate end punctuation through shared writing.	 <b>ELA.1.21B</b> Compose complete sentences in written texts and use the appropriate end punctuation.	 <b>ELA.2.17B</b> Compose complete sentences in written texts and use the appropriate end punctuation.	 <b>ELA.3.17C</b> Compose elaborated sentences in written texts and use the appropriate end punctuation.	 <b>ELA.4.18B</b> Write in complete sentences, varying the types such as compound and complex to match meanings and purposes.	 <b>ELA.5.18B</b> Write in complete sentences, varying the types such as compound and complex to match meanings and purposes.
	<b>ELA.PK(2.17C)</b> Compose sentences with interesting subjects through elaboration during shared writing.	<b>ELA.K(2.17.C)</b> Compose sentences with interesting subjects through elaboration during shared writing.	<b>ELA.1(2.17C)</b> Compose sentences with interesting subjects through elaboration.	<b>ELA.2.17C</b> Compose sentences with interesting, elaborated subjects.	<b>ELA.3.17D</b> Compose sentences with interesting, elaborated subjects.	<b>ELA.4.18D</b> Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise.	<b>ELA.5.18D</b> Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise.
				<b>ELA.2(4.18E)</b> Use prepositional phrases to link ideas in sentences.	<b>ELA.3(4.18E)</b> Use prepositional phrases to link and elaborate ideas in writing.	<b>ELA.4.18E</b> Prepositional phrases to elaborate written ideas.	<b>ELA.5.18E</b> Use prepositional phrases to elaborate written ideas.
				<b>ELA.2(4.18F)</b> Use coordinating conjunctions (and, but, or) to connect ideas.	<b>ELA.3(4.18F)</b> Use coordinating conjunctions to connect ideas and combine sentences.	<b>ELA.4.18F</b> Use coordinating and subordinate (if, since, although) conjunctions to connect ideas meaningfully and write compound and complex sentences.	<b>ELA.5.18F</b> Use coordinating and subordinate (if, since, although) conjunctions to connect ideas meaningfully and write compound and complex sentences.
				 <b>ELA.2.17D</b> Edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts.	 <b>ELA.3.17E</b> Edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts.	 <b>ELA.4.18C</b> Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech.	 <b>ELA.5.18C</b> Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech.
					<b>ELA.3(4.18G)</b> Write with increasing accuracy when using apostrophes in contractions (can't, he's, that's, won't) and possessives (dad's, Jan's, dog's).	<b>ELA.4.18G</b> Write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's.	<b>ELA.5.18G</b> Write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's.



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Vertical Alignment Matrix**

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
<b>Strand 3: Writing</b>					<b>ELA.3(4.18H)</b> Write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."	<b>ELA.4.18H</b> Write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."	<b>ELA.5.18H</b> Write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."	
	<b>Writing/evaluation. The student evaluates his/her own writing and the writing of others.</b>							
			<b>ELA.1.22A</b> Identify the most effective features (focus, and conventions) of a piece of writing using criteria generated by the teacher and class.	<b>ELA.2.19A</b> Identify the most effective features (focus, development, organization, and conventions) of a piece of writing using criteria generated by the teacher and class.	<b>ELA.3.19A</b> Identify and apply the most effective features (focus and coherence, organization, development, voice, and conventions) of a piece of writing using criteria generated by the teacher and class.	<b>ELA.4.20A</b> Apply criteria (focus and coherence, organization, development, voice, and conventions) to evaluate and revise writing.	<b>ELA.5.20A</b> Apply criteria (focus and coherence, organization, development, voice, and conventions) to evaluate and revise writing.	
			<b>ELA.1.22B</b> Respond constructively to others' writing.	<b>ELA.2.19B</b> Respond constructively to others' writing.	<b>ELA.3.19B</b> Respond constructively to others' writing.	<b>ELA.4.20B</b> Respond in constructive ways to others' writings.	<b>ELA.5.20B</b> Respond in constructive ways to others' writings.	
			<b>ELA.1.22C</b> Determine how his/her own writing achieves its initial purpose.	<b>ELA.2.19C</b> Determine how his/her own writing achieves its initial purpose.	<b>ELA.3.19C</b> Determine how his/her own writing achieves its initial purpose.	<b>ELA.4.20C</b> Evaluate how well his/her own writing achieves its initial purpose.	<b>ELA.5.20C</b> Evaluate how well his/her own writing achieves its initial purpose.	
				<b>ELA.2.19D</b> Use published pieces (student exemplars and authentic literature) to use as models for writing.	<b>ELA.3.19D</b> Use published pieces (student exemplars and authentic literature) to use as models for writing.	<b>ELA.4.20D</b> Analyze published examples (student exemplars and authentic literature) to use as models for writing.	<b>ELA.5.20D</b> Analyze published examples (student exemplars and authentic literature) to use as models for writing.	
				<b>ELA.2.19E</b> Review a collection of his/her own written work to determine areas of strengths and weaknesses and monitor growth as a writer.	<b>ELA.3.19E</b> Review a collection of his/her own written work to determine areas of strengths and weaknesses, monitor growth and set goals as a writer.	<b>ELA.4.20E</b> Review a collection of written works to determine areas of strengths and weaknesses and to set goals as a writer.	<b>ELA.5.20E</b> Review a collection of written works to determine areas of strengths and weaknesses and to set goals as a writer.	
	<b>Writing/inquiry/research. The student uses writing as a tool for learning and research.</b>							
		<b>ELA.K.16A</b> Dictate questions for investigating.	<b>ELA.1.23A</b> Write or dictate questions for investigating.	<b>ELA.2.20A</b> Write or dictate questions for investigating.	<b>ELA.3.20A</b> Write or dictate questions for investigating.	<b>ELA.4.21A</b> Formulate questions to direct research.	<b>ELA.5.21A</b> Formulate questions to direct research.	






What is it we want all students to learn?

 Denotes Proposed Power Objective

**English Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5  
Vertical Alignment Matrix**

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 3: Writing</b>	<p> <b>ELA.PK.10A</b> Attempt to write messages as part of playful activity through recording his own knowledge of a topic by drawing pictures making lists and pages for a class book.</p>	<p> <b>ELA.K.16B</b> Record or dictate his/her own knowledge of a topic in various ways such as drawing pictures, making lists, and showing connections among ideas.</p>	<p> <b>ELA.1.23B</b> Record or dictate his/her own knowledge of a topic in various ways such as drawing pictures, making lists, and showing connections among ideas.</p>	<p><b>ELA.2.20B</b> Record or dictate his/her own knowledge of a topic in various ways such as drawing pictures, making lists, and showing connections among ideas.</p>	<p><b>ELA.3.20B</b> Record or dictate his/her own knowledge of a topic in various ways such as drawing pictures, making lists, and showing connections among ideas.</p>	<p><b>ELA.4.21B</b> Record and organize his/her own knowledge about a topic in a variety of graphic representations (graphic organizers, lists, outlines).</p>	<p><b>ELA.5.21B</b> Record and organize his/her own knowledge about a topic in a variety of graphic representations (graphic organizers, lists, outlines).</p>
				<p><b>ELA.2.20C</b> Use a structured process to take simple notes from relevant sources such as classroom guests, information books, and media sources.</p>	<p><b>ELA.3.20C</b> Use a structured process to take notes from relevant sources such as classroom guests, information books, and media sources.</p>	<p><b>ELA.4.21C</b> Take notes from relevant and authoritative sources such as guest speakers, informational books, periodicals, and media sources including on-line searches.</p>	<p><b>ELA.5.21C</b> Take notes from relevant and authoritative sources such as guest speakers, informational books, periodicals, and media sources including on-line searches.</p>
				<p><b>ELA.2.20D</b> Compile notes into outlines, reports, summaries, or other written products using available technology.</p>	<p><b>ELA.3.20D</b> Compile notes into outlines, reports, summaries, or other written products using available technology.</p>	<p><b>ELA.4.21D</b> Use outlines, conceptual maps, learning logs, and timelines in useful ways to organize and summarize ideas gained from notes taken from multiple sources.</p>	<p><b>ELA.5.21D</b> Use outlines, conceptual maps, learning logs, and timelines in useful ways to organize and summarize ideas gained from notes taken from multiple sources.</p>
						<p><b>ELA.4.21E</b> Present information in various forms using available technology.</p>	<p><b>ELA.5.21E</b> Present information in various forms using available technology.</p>
						<p><b>ELA.4.21F</b> Evaluate his/her own research and raise new questions for further investigation.</p>	<p><b>ELA.5.21F</b> Evaluate his/her own research and raise new questions for further investigation.</p>



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## English Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 3: Writing</b>	<b>Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.</b>						
		<b>ELA.K(4.22A)</b> Collaborate with others to compose, organize, and revise written texts during shared writing.	<b>ELA.1(4.22A)</b> Collaborate with others to compose, organize, and revise written texts.	<b>ELA.2(4.22A)</b> Collaborate with other writers to compose, organize, and revise various types of texts, including stories, letters, and poems.	<b>ELA.3(4.22A)</b> Collaborate with other writers to compose, organize, and revise various types of texts, including personal narratives, news, letters, stories, poems.	<b>ELA.4.22A</b> Collaborate with other writers to compose, organize, and revise various types of texts, including personal narratives, biographies, persuasive compositions, letters, news, records, and forms.	<b>ELA.5.22A</b> Collaborate with other writers to compose, organize, and revise various types of texts, including personal narratives, biographies, persuasive compositions, letters, news, records, and forms.
					<b>ELA.3(4.22B)</b> Correspond with peers or others via conventional mail.	<b>ELA.4.22B</b> Correspond with peers or others via e-mail or conventional mail.	<b>ELA.5.22B</b> Correspond with peers or others via e-mail or conventional mail.
<b>Strand 3: Viewing and Representing</b>	<b>Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings.</b>						
					<b>ELA.3(4.23A)</b> Describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings.	<b>ELA.4.23A</b> Describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings.	<b>ELA.5.23A</b> Describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings.
					<b>ELA.3(4.23B)</b> Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.	<b>ELA.4.23B</b> Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.	<b>ELA.5.23B</b> Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.
					<b>ELA.3(4.23C)</b> Use media to compare ideas.	<b>ELA.4.23C</b> Use media to compare ideas and points of view.	<b>ELA.5.23C</b> Use media to compare ideas and points of view.
	<b>Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings.</b>						
					<b>ELA.3(4.24A)</b> Interpret and discuss the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings.	<b>ELA.4.24A</b> Interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings.	<b>ELA.5.24A</b> Interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings.
				<b>ELA.3(4.24B)</b> Compare and contrast print, visual, and electronic media such as film with written text.	<b>ELA.4.24B</b> Compare and contrast print, visual, and electronic media such as film with written text.	<b>ELA.5.24B</b> Compare and contrast print, visual, and electronic media such as film with written text.	



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## English Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 02-06-2008

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 3: Viewing and Representing</b>	<b>Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others.</b>						
					<b>ELA.3(4.25A)</b> Select, organize, or produce visuals to complement and extend meanings of texts.	<b>ELA.4.25A</b> Select, organize, or produce visuals to complement and extend meanings of texts.	<b>ELA.5.25A</b> Select, organize, or produce visuals to complement and extend meanings of texts.
					<span style="color: red;">Ⓟ</span> <b>ELA.3(4.25B)</b> Produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.	<span style="color: red;">Ⓟ</span> <b>ELA.4.25B</b> Produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.	<span style="color: red;">Ⓟ</span> <b>ELA.5.25B</b> Produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.



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