

Rockwood Area Elementary K-6 Language Arts Skills Matrix Final Copy 2014

1.1 Foundations Skills – Book Handling	K	1	2	3	4	5	6
Utilize book handling skills.	M						
1.2 Foundational Skills – Print Concepts	K	1	2	3	4	5	6
Book Handling, left to right, top to bottom, page by page, Spoken words are represented by written language, and sequence of letters, words are separated in print, upper and lower case letters of the alphabet.	M						
Demonstrate understanding of the organization and basic features of print. Recognize distinguishing features of a sentence.	N/A	M					
Foundational Skills – Phonological Awareness	K	1	2	3	4	5	6
Demonstrate understanding of spoken words, syllables and sounds (phonemes).	M						
Recognize and produce rhyming words.	M						
Count, pronounce, blend and segment syllables in spoken words.	M						
Blend and segment onsets and rimes of single-syllable spoken words.	M						
Isolate and pronounce the initial, medial vowel, and final sound in three phoneme (CVC) words.	M						
Distinguish long from short vowels in single syllable words.		M					
Count, pronounce, blend, and segment syllables in spoken and written words.		M					
Orally produce single-syllable words, including consonant blends and digraphs.		M					
Isolate and pronounce initial medial vowel, and final sounds (phonemes) in spoken single-syllable words.		M					
Add or substitute individual sounds (phonemes) in one-syllable words to make new words.		M					

<p>Read on-level text orally with accuracy, rate, expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p>		M	M	M	M	M	
1.2 Reading Informational Text – Key Ideas and Details	K	1	2	3	4	5	6
<p>Main Idea -With prompting and support, identify main idea and retell key details.</p> <p>Identify main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	I I I I	D D I D	D D D	D	D	M	D
<p>Text Analysis - With prompting and support answer questions about key details in text.</p> <p>With prompting and support make a connection between two individuals, events, ideas, or pieces of information in a text. (make inferences and refer to text)</p> <p>Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.</p> <p>Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>Explain events, procedures, ideas, or concepts in a text, including what happened and why based on specific information in the text.</p>	D D	D D I	M M D	M M	D D		

Distinguish literal from non-literal meaning as well as shades of meaning among related words. Including figurative language. Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.				D I	D	M	M
Reading Informational Text – Integration of Knowledge and Ideas Diverse Media	K	1	2	3	4	5	6
Answer questions to describe the relationship between illustrations and the text in which they appear. Use the illustrations and details in a text to describe its key ideas. Explain how graphic representations contribute to and clarify a text. Use information gained from text features to demonstrate understanding of a text. Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	M	M	M	M	I	D	M
Reading Informational Text - Integration of Knowledge and Ideas Evaluating Arguments	K	1	2	3	4	5	6
With prompting and support, identify the reasons an author gives to support points in a text. Identify the reasons an author gives to support points in a text. Describe how reasons support points the author makes in a text. Describe how an author connects sentences and paragraphs in a text to support particular points. Explain how an author uses reasons and evidence to support particular points in a text. Determine how an author supports particular points in a text through reasons and evidence.	I	D	D	D	M	M	

Evaluate an author's argument by examining claims and determining if they are supported by evidence.							I
Reading Informational Text – Integration of Knowledge and Ideas Analysis across texts	K	1	2	3	4	5	6
With prompting and support, identify basic similarities and differences between two texts on the same topic. Identify basic similarities in and differences between two texts on the same topic. Compare and contrast the most important points presented by two texts on the same topic. Compare and contrast the most important points and key details presented by two texts on the same topic. Integrate information from two texts on the same topic to demonstrate understanding of that topic. Integrate information from several texts on the same topic to demonstrate understanding of that topic. Examine how two authors present similar information in different types of text.	D	M	D	D	D	M	M
Reading Informational Text – Vocabulary Acquisition and Use	K	1	2	3	4	5	6
Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content. Including words that signal connections and relationships between the words and phrases. Acquire and use grade-appropriate conversational, general academic, and domain specific words and phrases. Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content. Choosing from a range of strategies and tools. Including those that signal spatial and temporal relationships. Choosing flexibility in a range of strategies and tools.	D D	D D	M M	D D	D D	M	M

<p>Including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>Including those that signal contrast, addition, and other logical relationships.</p> <p>Gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>						D	M
Reading Informational Text – Range of Reading/Level of Text Complexity	K	1	2	3	4	5	6
<p>Actively engage in group reading activities with purpose and understanding.</p> <p>Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	M	M	M	M	M	M	M
1.3 Reading Literature – Key Ideas and Details	K	1	2	3	4	5	6
<p>Theme – With prompting and support, retell familiar stories including key details.</p> <p>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>Recount stories and determine their central message, lesson, moral.</p> <p>Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p> <p>Determine a theme from details in the text; summarize text.</p> <p>Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	M	M	M	D	D	M	M
<p>Text Analysis – Answer questions about key details in a text.</p> <p>Ask and answer questions about key details in a text.</p> <p>Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Ask and answer questions about the text, make inferences from text, referring to text to support responses.</p> <p>Cite relevant details from text to support what the texts say explicitly and make inferences.</p>	D	D	D	D	D		

<p>Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.</p>						D	D
<p>Literary Elements – With prompting and support, identify characters, settings, and major events in a story.</p> <p>Describe characters, settings, and major events in a story using key details.</p> <p>Describe how characters in a story respond to major events and challenges.</p> <p>Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.</p> <p>Describe how a particular story or drama’s plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.</p>	M	M	M	D	D	M	M
Reading Literature – Craft and Structure	K	1	2	3	4	5	6
<p>Point of View – Name the author and illustrator of a story and define the role of each in telling the story.</p> <p>Identify who is telling the story at various points in the text.</p> <p>Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>Explain the point of view of the author.</p> <p>Compare and contrast an event or topic told from two different points of view.</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Determine an author’s purpose in a text and explain how it is conveyed in a text.</p>	D	D	D	D	D	D	D
Text Structure – Recognize common types of text.	D						

<p>Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.</p> <p>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>Refer to the parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.</p> <p>Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about them.</p> <p>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>Analyze how the structure of a text contributes to the development of theme, setting, and plot.</p>		D	M	D	D	D	D
<p>Vocabulary – Ask and answer questions about unknown words in a text.</p> <p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p>Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p> <p>Determine the meaning of words and phrases as they are used in grade level text, including figurative language. (interpreting)</p> <p>Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.</p>	D	D	D	M	M	M	M
Reading Literature – Integration of Knowledge and Ideas	K	1	2	3	4	5	6
<p>Sources of Information – Make connections between the illustrations and the text in a story.</p> <p>Use illustrations and details in a story to describe characters, setting, or events.</p>	M	M	M				

<p>Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>Make connections between the text of a story or drama and a visual or oral presentation of text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.</p>				D	D	M	M
<p>Text Analysis – Compare and contrast the adventures and experiences in characters in familiar stories.</p> <p>Compare and contrast the adventures and experiences of characters in stories.</p> <p>Compare and contrast two or more versions of the same story by different authors or from different cultures.</p> <p>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p>Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.</p> <p>Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.</p> <p>Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.</p>	D	D	D	D	D	D	D
Vocabulary Acquisition and Use	K	1	2	3	4	5	6

<p>Strategies – Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.</p> <p>Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.</p> <p>Including words that signal connections and relationships between the words and phrases.</p> <p>Choosing from a range of strategies and tools.</p> <p>Acquire and use grade-appropriate conversational, general academic and domain-specific words and phrases.</p> <p>Choosing flexibility from a range of strategies and tools.</p> <p>Including those that signal spatial and temporal relationships.</p> <p>Including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>Including those that signal contrast, addition, and other logical relationships.</p> <p>Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	D D	D D	D D D	M D	M D	M M	M M
Reading Literature – Range of Reading	K	1	2	3	4	5	6
<p>Actively engage in group reading activities with purpose and understanding.</p> <p>Read and comprehend literature on grade level, reading independently and proficiently.</p>	M	M	M	M	M	M	M
1.4 Writing – Text Types and Purpose	K	1	2	3	4	5	6
<p>Informative/Explanatory – Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>Focus -Use a combination of drawing, dictating, and writing to focus on one specific topic.</p> <p>Identify and write about one specific topic. (introduce) (clearly)</p> <p>Identify and introduce the topic for the intended audience.</p> <p>Content – With prompting and support, generate ideas and details to convey information that relates to the chosen topic.</p>	M M M	D M	D D	D D	M M	M M	M M

<p>Develop a topic with two or more facts. Develop a topic with facts and/or definitions.(illustrations) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information including graphics and multimedia when useful to aiding comprehension. Organization – Make logical connections between drawing and dictation/writing. Group information and provide some sense of closure. Group information and provide a concluding statement or section. Create an organizational structure that includes information grouped and connected logically with concluding statement or section. Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension. Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or sections; include formatting when useful to aiding comprehension. Style – With prompting and support, illustrate using details and dictate/write using descriptive words. Choose words and phrases for effect. Use precise language and domain specific vocabulary to inform about or explain the topic. Use sentences of varying length. Develop and maintain a consistent voice. Establish and maintain a formal style. Conventions of Language – Grade appropriate command of standard English conventions usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> ● Capitalize first sentence of a word and the pronoun “I”. 		M	D	M	D	M	M
	M	M	D	D	D	M	M
	D	D	D	M	D	M	M
	M	M	M	M	M	M	M
	M						M
							M
							M
							M

<ul style="list-style-type: none"> Recognize and use end punctuation. Spell simple words phonetically. <p>Capitalize dates and names of people. Use end punctuations; use commas in dates and words in a series. Spell words drawing on common patterns, phonemic awareness.</p> <p>Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed.</p> <p>Opinion/Argumentative – Write opinion pieces on familiar topics or texts. Write arguments to support claims.</p> <p>Focus – Form an opinion by choosing between two given topics. Identify the topic and state an opinion. (on the topic)</p> <p>Content – Support the opinion with reasons related to the opinions. Including details connected to the opinion. Support an opinion with reasons. (and facts) Draw from credible sources. Demonstrate an understanding of the topic.</p> <p>Organization – Make logical connections between drawing and writing. Including reasons that provide some sense of closure. Including a concluding statement. Linked in logical order with a concluding statement or section. Create an organizational structure that includes related ideas grouped to support the writer’s purpose and linked in a logical order with a concluding statement or section related to the opinion. (reasons)</p> <p>Style –Use a variety of words and phrases. (to appeal to the audience) Use a variety of words and sentence types to appeal to the audience. Choose words and phrases to convey ideas precisely. Write with an awareness of style. Use sentences of varying length, expand, combine, and reduce sentences for meaning, reader/listener interest and style. (formal style and consistent voice)</p> <p>Conventions of Language – Grade appropriate command of standard English conventions usage, capitalization, punctuation, and spelling.</p>	M M	M M M	M M M M M	M M M M M	M M M M M	M M M M M	M M M M M
	D	D	D	D	D	M	D
	D	M	D	D	M	M	M
	D	D	D	D	M	D	M
	M	M	D	D	D	M	M
	N/A	D	D	M	D	M	M
	M						M

<ul style="list-style-type: none"> • Capitalize first sentence of a word and the pronoun “I”. • Recognize and use end punctuation. • Spell simple words phonetically. <p>Capitalize dates and names of people. Use end punctuations; use commas in dates and words in a series. Spell words drawing on common patterns, phonemic awareness. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed.</p>	M M M	M M M	I I I I	D D D D	M M M M	M M M M	M M M M
<p>Narrative – Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. Write narratives to develop real or imagines experiences or events.</p>	M	M					
<p>Focus – Establish who and what the narrative will be about. Establish a situation and introduce a narrator and/or characters. Orient the reader by establishing a situation and introducing a narrator and/or characters.</p>	M	D	M M		M M	M M	M M
<p>Content – Describe experiences and events. Include thoughts and feelings to describe experiences and events. Showing response of characters to situations. Use of dialogue and descriptions. Use concrete words and phrases and sensory details to convey experiences and events precisely. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	M	M	D	D	D	D	M
<p>Organization – Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p>	D	M	D				

<p>Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide closure.</p> <p>Organize and event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> <p>Style – Use a variety of words or phrases. (for effect) Choose words and phrases to convey ideas precisely. Write with an awareness of style. Use sentences of varying length, expand, combine, and reduce sentences for meaning, reader/listener interest and style.</p> <p>Conventions of Language – Grade appropriate command of standard English conventions usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> • Capitalize first sentence of a word and the pronoun “I”. • Recognize and use end punctuation. • Spell simple words phonetically. <p>Capitalize dates and names of people. Use end punctuations; use commas in dates and words in a series. Spell words drawing on common patterns, phonemic awareness. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed.</p>	N/A	D	D	D	D	D	M
	M	M	M	M	M	M	M
	D						
	D						
	D						
	I	D	M	M	M	M	M
	I	D	M	M	M	M	M
	I	D	M	M	M	M	M
	I	D	M	M	M	M	M
Writing – Response to Literature	K	1	2	3	4	5	6
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.	N/A	N/A	N/A	M	M	M	M
Writing – Production and Distribution of Writing/Writing Process	K	1	2	3	4	5	6
With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed. While focusing on a topic.	D						
		D					

<p>While focusing on a topic, strengthen writing as needed by revising and editing.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>			M	M	M	M	M
Writing – Technology and Publication	K	1	2	3	4	5	6
<p>With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers. (planning)</p> <p>With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (two pages)</p> <p>Interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.</p>	I	D	D	D	D	D	I
Writing – Conducting Research	K	1	2	3	4	5	6
<p>Participate in individual or shared research projects on a topic of interest. And writing projects.</p> <p>Conduct short research projects that build knowledge about a topic.</p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic. (several sources)</p> <p>Answering a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	I	D	D	D	D	D	M
Writing – Credibility, Reliability and Validity of Sources	K	1	2	3	4	5	6
<p>With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Recall information from experiences or gather information from provided sources to answer a question.</p> <p>From print and digital resources, take brief notes on sources and sort evidence into provided categories.</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>Summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	D	M	D	D	D	D	

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information of sources.							D
Writing – Range of Writing	K	1	2	3	4	5	6
Write routinely over short time frames. (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	M	M	M	M	D	M	M
1.5 Speaking and Listening – Comprehension and Collaboration/Collaborative Discussion	K	1	2	3	4	5	6
Participate in collaborative conversations with peers and adults in small and larger groups. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others’ ideas and expressing their own clearly.	M	M	M	M	D	M	M
Speaking and Listening – Comprehension and Collaboration/Critical Listening	K	1	2	3	4	5	6
Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	D	M	M	D		D	

<p>Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Delineate a speaker’s argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.</p>						D	I
Speaking and Listening - Comprehension and Collaboration Evaluating Information	K	1	2	3	4	5	6
<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.</p> <p>Additionally, clarifying comprehension and deepening an understanding of a topic or issue.</p> <p>Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>Identify the reasons and evidence a speaker provides to support particular points.</p> <p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	M	M	M	D	D	D	D
Speaking and Listening – Presentation of Knowledge and Ideas –	K	1	2	3	4	5	6
<p>Purpose, Audience, and Task - Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.</p> <p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing and clear pronunciation.</p>	M	M	M	M			

<p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>					D		D	
<p>Context – Speak audibly and express thoughts, feelings, and ideas clearly. Produce complete sentences when appropriate to task and situation. In order to provide requested detail or clarification. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Differentiate between contexts that require formal English versus informal situations. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	D	M	M	M		D	D	M
Speaking and Listening – Integration of Knowledge and Ideas Multimedia	K	1	2	3	4	5	6	
<p>Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. (when appropriate)</p> <p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; and visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (clarify information)</p>	N/A	M	M	I		I	D	D
Speaking and Listening – Conventions of Standard English	K	1	2	3	4	5	6	

Demonstrate command of the conventions of standard English when speaking, based on GRADE level content.	M	M	M	M	M	M	M
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