

Essential (Power) Standards by Commonalities

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>Oral Language: KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. (See Standards for Learning Targets)</p> <p>KSL2: Participate in a conversation about features of diverse texts and formats.</p> <p>Reading: KR1: Develop and answer questions about a text. (RI&RL)</p> <p>Writing: KW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.</p> <p>KW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.</p>	<p>Oral Language: 1SL1: Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play). (See Standards for Learning Targets)</p> <p>1SL2: Develop and answer questions about key details in diverse texts and formats.</p> <p>Reading: 1R1: Develop and answer questions about key ideas and details in a text. (RI&RL)</p> <p>Writing: 1W1: Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.</p> <p>1W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.</p>	<p>Oral Language: 2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. (See Standards for Learning Targets)</p> <p>Reading: 2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)</p> <p>Writing: 2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence.</p> <p>2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.</p>	<p>Oral Language: 3SL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others. (See Standards for Learning Targets)</p> <p>Reading: 3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)</p> <p>Writing: 3W1: Write an argument to support claim(s), using clear reasons and relevant evidence. (See Standards for Learning Targets)</p> <p>3W6: Conduct research to answer questions, including self-generated questions, and to build knowledge.</p>	<p>Oral Language: 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others. (See Standards for Learning Targets)</p> <p>Reading: 4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)</p> <p>Writing: 4W1: Write an argument to support claim(s), using clear reasons and relevant evidence. (See Standards for Learning Targets)</p> <p>4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.</p> <p>4W6: Conduct research to answer questions, including self-generated</p>	<p>Oral Language: 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others. (See Standards for Learning Targets)</p> <p>Reading: 5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)</p> <p>Writing: 5W1: Write an argument to support claims with clear reasons and relevant evidence. (See Standards for Learning Targets)</p> <p>5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.</p> <p>5W6: Conduct research to answer questions,</p>

				questions, and to build knowledge through investigating multiple aspects of a topic.	including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.
<p>Reading: KR2: Retell stories or share key details from a text. (RI&RL)</p> <p>Writing: KW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.</p>	<p>Reading: 1R2: Identify a main topic or central idea in a text and retell important details. (RI&RL)</p> <p>Writing: 1W2: Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.</p>	<p>Oral Language: 2SL2: Recount or describe key ideas or details of diverse texts and formats.</p> <p>Reading: 2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI&RL)</p> <p>Writing: 2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.</p>	<p>Oral Language: 3SL2: Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).</p> <p>Reading: 3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)</p> <p>Writing: 3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. (See Standards for Learning Targets)</p>	<p>Oral Language: 4SL2: Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).</p> <p>Reading: 4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)</p> <p>Writing: 4W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. (See Standards for Learning Targets)</p>	<p>Oral Language: 5SL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).</p> <p>5SL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.</p> <p>Reading: 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)</p> <p>Writing: 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. (See Standards for Learning Targets)</p>

<p>Oral Language: KSL4: Describe familiar people, places, things, and events with detail.</p> <p>Reading: KR3: Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)</p> <p>Writing: KW3: Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.</p>	<p>Oral Language: 1SL4: Describe familiar people, places, things, and events with relevant details expressing ideas clearly.</p> <p>Reading: 1R3: Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)</p> <p>Writing: 1W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.</p>	<p>Oral Language: 2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Reading: 2R3: In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)</p> <p>Writing: 2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.</p>	<p>Oral Language: 3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>Reading: 3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)</p> <p>Writing: 3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. (See Standards for Learning Targets)</p>	<p>Oral Language: 4SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.</p> <p>Reading: 4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)</p> <p>Writing: 4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (See Standards for Learning Targets)</p>	<p>Reading: 5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)</p> <p>Writing: 5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. (See Standards for Learning Targets)</p>
<p>Word Knowledge (Reading): KR4: Identify specific words that express feelings and senses. (RI&RL)</p>	<p>Word Knowledge (Reading): 1R4: Identify specific words that express feelings and senses. (RI&RL)</p>	<p>Word Knowledge (Reading): 2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses. (RI&RL)</p>	<p>Word Knowledge (Reading): 3R4: Determine the meaning of words, phrases, figurative language, and academic</p>	<p>Word Knowledge (Reading): 4R4: Determine the meaning of words, phrases, figurative language, academic, and</p>	<p>Word Knowledge (Reading): 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words</p>

<p>Word Knowledge (Foundational): KRF1: Demonstrate understanding of the organization and basic features of print. (See Standards for Learning Targets)</p> <p>KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (See Standards for Learning Targets)</p> <p>KRF3: Know and apply grade-level phonics and word analysis skills in decoding words. (See Standards for Learning Targets)</p> <p>KRF4: Will engage with emergent level texts and read-alouds to demonstrate comprehension.</p> <p>Word Knowledge (Language): KL4: Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences. (See Standards for Learning Targets)</p>	<p>Word Knowledge (Foundational): 1RF1: Demonstrate understanding of the organization and basic features of print. (See Standards for Learning Targets)</p> <p>1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (See Standards for Learning Targets)</p> <p>1RF3: Know and apply phonics and word analysis skills in decoding words. (See Standards for Learning Targets)</p> <p>1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension. (See Standards for Learning Targets)</p> <p>Word Knowledge (Language): 1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. (See</p>	<p>Word Knowledge (Foundational): 2RF3: Know and apply phonics and word analysis skills in decoding words. (See Standards for Learning Targets)</p> <p>2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. (See Standards for Learning Targets)</p> <p>Word Knowledge (Language): 2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. (See Standards for Learning Targets)</p>	<p>and content-specific words. (RI&RL)</p> <p>Word Knowledge (Foundational): 3RF3: Know and apply grade-level phonics and word analysis skills in decoding words. (See Standards for Learning Targets)</p> <p>3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. (See Standards for Learning Targets)</p> <p>Word Knowledge (Language): 3L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (See Standards for Learning Targets)</p>	<p>content-specific words. (RI&RL)</p> <p>Word Knowledge (Foundational): 4RF3: Know and apply grade-level phonics and word analysis skills in decoding words. (See Standards for Learning Targets)</p> <p>4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. (See Standards for Learning Targets)</p> <p>Word Knowledge (Language): 4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (See Standards for Learning Targets)</p>	<p>and analyze their effect on meaning, tone, or mood. (RI&RL)</p> <p>Word Knowledge (Foundational): 5RF3: Know and apply grade-level phonics and word analysis skills in decoding words. (See Standards for Learning Targets)</p> <p>5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. (See Standards for Learning Targets)</p> <p>Word Knowledge (Language): 5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (See Standards for Learning Targets)</p>
--	---	---	---	---	---

