

LA 0.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.	LA 0.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print.	LA 0.1.1.a Identify variations in text (e.g., font, size, bold, italic, upper/lower case).
LA 0.1.1.b Identify punctuation (e.g., period, exclamation mark, question mark).	LA 0.1.1.c Identify parts of a book (e.g., cover, pages, title, author, illustrator).	LA 0.1.1.d Demonstrate knowledge that print reads from left to right and top to bottom.
LA 0.1.1.e Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs).	LA 0.1.1.f Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).	LA 0.1.1.g Demonstrate understanding that words are made up of letters and sentences are made up of words.
LA 0.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.	LA 0.1.2.a Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words).	LA 0.1.2.b Segment spoken sentences into words.
LA 0.1.2.c Identify and produce oral rhymes.	LA 0.1.2.d Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday).	LA 0.1.2.e Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab).
LA 0.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text.	LA 0.1.3.a Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text.	LA 0.1.3.b Identify similarities and differences in written words (e.g., word endings, onsets, rimes).
LA 0.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.	LA 0.1.4 Fluency: Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.	LA 0.1.4.a Listen to text of increasing length and/or complexity to develop stamina.
LA 0.1.4.b Use appropriate expression to reflect meaning while reading emergent-reader text.	LA 0.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA 0.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds).
LA 0.1.5.b Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words.	LA 0.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	LA 0.1.5.d Identify semantic relationships (e.g., conceptual categories) to determine word relationships.
LA 0.1.5.e With adult guidance, determine word meaning using reference materials and classroom resources.	LA 0.1.6 Comprehension: Students will construct meaning by using prior knowledge while reading emergent literary and informational text.	LA 0.1.6.a With adult guidance, identify author's purpose (e.g., explain, entertain, inform).

LA 0.1.6.b Identify elements of literary text (e.g., characters, setting, events).	LA 0.1.6.c With adult guidance, identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).	LA 0.1.6.d With adult guidance, retell major events and key details from a literary text and/or media.
LA 0.1.6.e With adult guidance, retell main ideas from informational text and/or media.	LA 0.1.6.f Identify text features in print and digital informational text.	LA 0.1.6.g Identify the basic characteristics of literary and informational text.
LA 0.1.6.h Make connections between own life and/or other cultures in literary and informational text.	LA 0.1.6.i Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or	LA 0.1.6.j Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).
LA 0.1.6.k Identify different purposes for reading (e.g., inform, enjoy).	LA 0.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.	LA 0.1.6.m With adult guidance, monitor comprehension by recognizing when meaning is disrupted.
LA 0.1.6.n Make predictions about a text using prior knowledge, pictures, illustrations and titles.	LA 0.1.6.o Respond to text (e.g., verbally, in writing, or artistically).	LA 0.1.6.p Make connections between a print text and an audio, video, or live version of the text.
	LA 0.2 Writing: Students will learn and apply writing skills and strategies to communicate.	LA 0.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation,
LA 0.2.1.a Use prewriting activities and inquiry tools to generate ideas.	LA 0.2.1.b Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic.	LA 0.2.1.c With adult guidance, use relevant information and evidence to support ideas.
LA 0.2.1.d Compose simple, grammatically correct sentences.	LA 0.2.1.f Provide oral descriptive feedback to other writers.	LA 0.2.1.g With adult guidance, persevere in writing tasks.
LA 0.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization,	LA 0.2.1.i Use own words to relate information.	LA 0.2.1.j With adult guidance, publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.
LA 0.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA 0.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes	LA 0.2.2.b With adult guidance, provide evidence from literary or informational text to support ideas or opinions.

LA 0.2.2.c With adult guidance, conduct and publish research to answer questions or solve problems.	LA 0.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	LA 0.2.2.e With adult guidance, compare mentor texts and examples to create similar pieces.
	LA 0.3 Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of	LA 0.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
LA 0.3.1.a Communicate ideas clearly to others within structured classroom activities and routines using appropriate word choice, proper grammar, and complete	LA 0.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of	LA 0.3.1.d Convey a personal perspective with clear reasons.
LA 0.3.1.e Ask pertinent questions to acquire or confirm information.	LA 0.3.1.f This skill is formally required in Grade 6, but may be introduced at earlier levels.	LA 0.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.
LA 0.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.	LA 0.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.	LA 0.3.2.c Complete a task following one/two-step directions.
LA 0.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.	LA 0.3.3.a Practice appropriate classroom etiquette and recognize social cues when communicating.	LA 0.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.
LA 0.3.3.c Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.	LA 0.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.	LA 0.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views
	LA 0.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.	LA 0.4.1 Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and
LA 0.4.1.a With guidance, use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid	LA 0.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a	LA 0.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).
LA 0.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.	LA 0.4.2.a Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and	LA 0.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering