Georgia's K-12 English Language Arts (ELA) Standards

Foundations, Language, Texts, & Practices

Kindergarten—2nd Grade

GaDOE

Georgia Department of Education

K-2 Table of Contents & Navigation

DOMAIN: Foundations (F)

Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

K-2 Foundations: Table of Contents & Navigation

I. BIG IDEA: Phonological Awareness
Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.
STANDARD K.F.PA.1: Rhyme
Identify and produce rhyme in spoken language and oral texts.
STANDARD K.F.PA.2: Words & Sentences
Recognize the basic relationships that exist between words and sentences.
STANDARD K.F.PA.3: Compound Words
Identify and manipulate separate words in compound words.
STANDARD K-1.F.PA.4: Syllables
Identify and manipulate syllables in spoken words.
STANDARD K-1.F.PA.5: Onsets & Rimes
Blend and segment onsets and rimes in spoken words.
STANDARD K-1.F.PA.6: Phonemic Awareness
Identify and manipulate the individual sounds in spoken words.
II. BIG IDEA: Concepts of Print
Students develop the awareness that written language carries meaning and that certain features of print ensure that texts are understood.
STANDARD K.F.CP.1: Conceptualizing Text
Understand that texts communicate messages.
STANDARD K.F.CP.2: Book Orientation & Directionality of Print Texts
Understand the conventional layout of books and how to maneuver them.
STANDARD K.F.CP.3: Mechanics of Print Texts
Build a knowledge base of basic print conventions.
STANDARD K.F.CP.4: Alphabet Knowledge
Demonstrate knowledge of the alphabet.
III. BIG IDEA: Phonics
Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.
STANDARD K-2.F.P.1: Phoneme-Grapheme Correspondences
Identify and produce phoneme-grapheme correspondences.
STANDARD K-2.F.P.2: Decoding with Phonics
Use grade-level phonics skills to decode words in context and in isolation.
STANDARD K-2.F.P.3: Encoding with Phonics
Use grade-level phonics skills to encode words in context and in isolation.
STANDARD F.P.4: Decoding & Encoding with Phonics
This standard only applies to the 3-5 grade band.

IV. BIG IDEA: Fluency	
Students read text aloud or silently with speed, accuracy, and expression.	
STANDARD K-2.F.F.1: Oral & Silent Reading Fluency	
Demonstrate oral and silent reading fluency while reading texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.	
V. BIG IDEA: Handwriting	
Students develop print handwriting skills.	
STANDARD K-2.F.H.1: Motor Skills & Letter/Word Formation	
Use fine motor skills to form legible letters and words in print.	
STANDARD K-2.F.H.2: Transcription & Handwriting Fluency	
Use working memory skills to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.	
STANDARD F.H.3: Read Cursive	
This standard only applies to the 3-5 grade band.	
STANDARD F.H.4: Write Cursive	
This standard only applies to the 3-5 grade band.	

K-5 Foundations: Progression of Skills & Concepts

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
BIG IDEA: Phonological Awareness						
K.F.PA.1: Rhyme	■					
K.F.PA.2: Words & Sentences	■					
K.F.PA.3: Compound Words	■					
K.F.PA.4: Syllables	■					
K-1.F.PA.5: Onsets & Rimes	■	■				
K-1.F.PA.6: Phonemic Awareness	■	■				
BIG IDEA: Concepts of Print						
K.F.CP.1: Conceptualizing Text	■					
K.F.CP.2: Book Orientation & Directionality of Print Texts	■					
K.F.CP.3: Mechanics of Print Texts	■					
K.F.CP.4: Alphabet Knowledge	■					
BIG IDEA: Phonics						
K-2.F.P.1: Phoneme-Grapheme Correspondences	■	■	■			
K-2.F.P.2: Decoding with Phonics	■	■	■			
K-2.F.P.3: Encoding with Phonics	■	■	■			
3-5.F.P.4: Decoding & Encoding with Phonics				■	■	■
BIG IDEA: Fluency						
K-5.F.F.1: Oral & Silent Reading Fluency	■	■	■	■	■	■
BIG IDEA: Handwriting						
K-2.F.H.1: Motor Skills & Letter/Word Formation	■	■	■			
K-2.F.H.2: Transcription & Handwriting Fluency	■	■	■			
3-5.F.H.3: Read Cursive				■	■	■
3-5.F.H.4: Write Cursive				■	■	■

DOMAIN: Foundations (F)

Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

K-2 Phonological Awareness: Table of Contents & Navigation

I. BIG IDEA: Phonological Awareness (PA)
Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.

STANDARD K.F.PA.1: Rhyme
Identify and produce rhyme in spoken language and oral texts.

Kindergarten Expectations	
K.F.PA.1.a	Identify and pair words that rhyme in spoken language and text, distinguishing them from those that do not.
K.F.PA.1.b	Orally produce words that rhyme.

I. BIG IDEA: Phonological Awareness (PA)
Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.

STANDARD K.F.PA.2: Words & Sentences
Recognize the basic relationships that exist between words and sentences.

Kindergarten Expectations	
K.F.PA.2.a	Know words are put together to make sentences, and sentences communicate complete thoughts.
K.F.PA.2.b	Segment phrases and sentences into words.
K.F.PA.2.c	Know that sounds are put together to make words and that words have distinct meanings.

I. BIG IDEA: Phonological Awareness (PA)
Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.

STANDARD K.F.PA.3: Compound Words
Identify and manipulate separate words in compound words.

Kindergarten Expectations	
K.F.PA.3.a	Blend and segment separate words in spoken compound words.
K.F.PA.3.b	Add, delete, and substitute single words in spoken compound words.

I. BIG IDEA: Phonological Awareness (PA)

Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.

STANDARD K-1.F.PA.4: Syllables

Identify and manipulate syllables in spoken words.

Kindergarten Expectations		1st Grade Expectations	
K.F.PA.4.a	Know that syllables are word parts with one vowel sound.	1.F.PA.4.a	Reinforce as appropriate.
K.F.PA.4.b	Count and pronounce syllables in single and multisyllabic spoken words.	1.F.PA.4.b	Reinforce as appropriate.
K.F.PA.4.c	Blend and segment syllables in spoken words.	1.F.PA.4.c	Reinforce as appropriate.
K.F.PA.4.d	Delete syllables in spoken words.	1.F.PA.4.d	Add, delete, and substitute syllables in spoken words.

I. BIG IDEA: Phonological Awareness (PA)

Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.

STANDARD K-1.F.PA.5: Onsets & Rimes

Blend and segment onsets and rimes in spoken words.

Kindergarten Expectations		1st Grade Expectations	
K.F.PA.5.a	Blend onsets and rimes of spoken one-syllable words.	1.F.PA.5.a	Blend onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions.
K.F.PA.5.b	Segment onsets and rimes of spoken one-syllable words.	1.F.PA.5.b	Segment onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions.

I. BIG IDEA: Phonological Awareness (PA)

Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.

STANDARD K-1.F.PA.6: Phonemic Awareness

Identify and manipulate the individual sounds in spoken words.

Kindergarten Expectations		1st Grade Expectations	
K.F.PA.6.a	Isolate and pronounce initial, final, and then medial sounds in spoken words with three phonemes.	1.F.PA.6.a	Isolate and pronounce initial, medial, and final sounds in spoken one-syllable words, including words with digraphs and blends.
K.F.PA.6.b	Identify short and long vowel sounds in spoken one-syllable words.	1.F.PA.6.b	Distinguish between short and long vowel sounds in spoken one-syllable words.
K.F.PA.6.c	Blend, count, and segment up to three phonemes in spoken one-syllable words.	1.F.PA.6.c	Blend and segment up to five phonemes, including consonant blends and digraphs, in spoken words.
K.F.PA.6.d	Add, delete, and substitute phonemes in spoken one-syllable words with up to three phonemes.	1.F.PA.6.d	Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes.

DOMAIN: Foundations (F)

Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

K-2 Concepts of Print: Table of Contents & Navigation

II. BIG IDEA: Concepts of Print (CP)

Students develop the awareness that written language carries meaning and that certain features of print ensure that texts are understood.

STANDARD K.F.CP.1: Conceptualizing Text

Understand that texts communicate messages.

	Kindergarten Expectations
K.F.CP.1.a	Recognize that texts and images represent objects and ideas, have meaning, and convey messages.
K.F.CP.1.b	Recognize and interpret print messages in the environment, such as labels and signs.
K.F.CP.1.c	Distinguish between letters, words, digits, and graphics.

II. BIG IDEA: Concepts of Print (CP)

Students develop the awareness that written language carries meaning and that certain features of print ensure that texts are understood.

STANDARD K.F.CP.2: Book Orientation & Directionality of Print Texts

Understand the conventional layout of books and how to maneuver them.

	Kindergarten Expectations
K.F.CP.2.a	Hold books upright and begin reading at the front.
K.F.CP.2.b	Follow text from top to bottom, left to right, and turn pages from right to left.
K.F.CP.2.c	Identify the front and back covers of books and their basic elements: titles, author names, illustrator names, and graphics.

II. BIG IDEA: Concepts of Print (CP)

Students develop the awareness that written language carries meaning and that certain features of print ensure that texts are understood.

STANDARD K.F.CP.3: Mechanics of Print Texts

Build a knowledge base of print conventions.

	Kindergarten Expectations
K.F.CP.3.a	Recognize that written words are made up of individual letters.
K.F.CP.3.b	Recognize that words are separated by spaces.
K.F.CP.3.c	Understand that sentences begin with capital letters and end with punctuation to indicate the end of a sentence.

II. BIG IDEA: Concepts of Print (CP)

Students develop the awareness that written language carries meaning and that certain features of print ensure that texts are understood.

STANDARD K.F.CP.4: Alphabet Knowledge

Demonstrate knowledge of the alphabet.

	Kindergarten Expectations
K.F.CP.4.a	Recite the letters of the alphabet in order.
K.F.CP.4.b	Name and identify each uppercase and lowercase letter in random order.

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DOMAIN: Foundations (F)
Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

K-2 Phonics: Table of Contents & Navigation

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III. BIG IDEA: Phonics (P) Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.
STANDARD K-2.F.P.1: Phoneme-Grapheme Correspondences Identify and produce phoneme-grapheme correspondences.
STANDARD K-2.F.P.2: Decoding with Phonics Use grade-level phonics skills to decode words in context and in isolation.
STANDARD K-2.F.P.3: Encoding with Phonics Use grade-level phonics skills to encode words in context and in isolation.
STANDARD F.P.3: Decoding & Encoding with Phonics This standard only applies to the 3-5 grade band.

III. BIG IDEA: Phonics (P)
Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.

STANDARD K-2.F.P.1: Phoneme-Grapheme Correspondences
Identify and produce phoneme-grapheme correspondences.

Kindergarten Expectations		1st Grade Expectations		2nd Grade Expectations	
K.F.P.1.a	Identify and produce basic one-to-one phoneme-grapheme correspondences for the most frequently used sound for each consonant.	1.F.P.1.a	Identify and produce phoneme-grapheme correspondences for frequently used consonant blends and digraphs.	2.F.P.1.a	Identify and produce all phoneme-grapheme correspondences for all consonants, including consonant blends and digraphs.
K.F.P.1.b	Identify and produce both long and short vowel sounds for A, E, I, O, U.	1.F.P.1.b	Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e and vowel digraphs.	2.F.P.1.b	Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e, vowel digraphs, r-controlled vowels, and diphthongs.

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III. BIG IDEA: Phonics (P)
Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.

STANDARD K-2.F.P.2: Decoding with Phonics
Use grade-level phonics skills to decode words in context and in isolation.

Kindergarten Expectations		1st Grade Expectations		2nd Grade Expectations	
K.F.P.2.a	Blend letter sounds to decode simple one-syllable words, including regularly spelled high-frequency words (VC, CV, CVC).	1.F.P.2.a	Decode regularly spelled one-syllable words with a variety of spelling patterns (VC, CV, CVC, CVCe, VCC, CCVC, CVCC, CVVC, CCVCC), including high-frequency words.	2.F.P.2.a	Decode regularly spelled two-syllable words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC) by applying knowledge of basic phonics skills, including high-frequency words.
K.F.P.2.b	Identify and decode parts of irregularly spelled high-frequency words.	1.F.P.2.b	Identify and decode parts of irregularly spelled words, including high-frequency words.	2.F.P.2.b	*Identify and decode parts of irregularly spelled words, including high-frequency words.*
K.F.P.2.c	This progression begins in 1st grade.	1.F.P.2.c	Decode one-syllable nonsense words with a variety of spelling patterns (VC, CV, CVC, CVCe, VCC, CCVC, CVCC, CVVC, CCVCC).	2.F.P.2.c	Decode two-syllable nonsense words by applying rules of basic phonics skills (VVCC, VVCe, VCCC, VVCCC).
K.F.P.2.d	This progression begins in 1st grade.	1.F.P.2.d	Decode two-syllable words with basic patterns by applying knowledge of basic syllable types.	2.F.P.2.d	Decode two-syllable words by applying knowledge of all major syllable types.
K.F.P.2.e	Identify and distinguish between words that are spelled similarly by identifying the sounds of the letters that differ.	1.F.P.2.e	This progression ends in kindergarten.	2.F.P.2.e	This progression ends in kindergarten.

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

III. BIG IDEA: Phonics (P)
Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.

STANDARD K-2.F.P.3: Encoding with Phonics
Use grade-level phonics skills to encode words in context and in isolation.

Kindergarten Expectations		1st Grade Expectations		2nd Grade Expectations	
K.F.P.3.a	Use knowledge of letter/sound correspondences to connect letters (graphemes) to sounds (phonemes) to encode simple one-syllable words, including high-frequency words (VC, CV, CVC).	1.F.P.3.a	Encode regularly spelled one-syllable words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high-frequency words.	2.F.P.3.a	Encode regularly spelled two-syllable words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC) by applying knowledge of basic phonics skills, including high-frequency words.
K.F.P.3.b	Identify and encode irregularly spelled high-frequency words.	1.F.P.3.b	Identify and encode irregularly spelled words, including high-frequency words.	2.F.P.3.b	*Identify and encode irregularly spelled words, including high-frequency words.*
K.F.P.3.c	This progression begins in 1st grade.	1.F.P.3.c	Encode one-syllable nonsense words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC).	2.F.P.3.c	Encode two-syllable nonsense words with a variety of spelling patterns (VVCC, VVCe, VCCC, VVCCC).
K.F.P.3.d	This progression begins in 1st grade.	1.F.P.3.d	Encode two-syllable words with basic patterns by applying knowledge of basic syllable types.	2.F.P.3.d	Encode two-syllable words by applying knowledge of all major syllable types.

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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DOMAIN: Foundations (F)

Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

K-2 Fluency: Table of Contents & Navigation

IV. BIG IDEA: Fluency
Students read text aloud or silently with speed, accuracy, and expression.

STANDARD K-2.F.F.1: Oral & Silent Reading Fluency
Demonstrate oral and silent reading fluency while reading texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.

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IV. BIG IDEA: Fluency (F)
Students read text aloud or silently with speed, accuracy, and expression.

STANDARD K-2.F.F.1: Oral & Silent Reading Fluency
Demonstrate oral and silent reading fluency while reading texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.

Kindergarten Expectations		1st Grade Expectations		2nd Grade Expectations	
K.F.F.1.a	Develop sight word vocabulary using decoding skills by reading regularly and irregularly spelled high-frequency words in isolation and context with increasing automaticity, including first and last names of students and others.	1.F.F.1.a	Increase sight word vocabulary using decoding skills by reading grade-appropriate regularly and irregularly spelled words, including high-frequency words, in isolation and context with increasing automaticity.	2.F.F.1.a	*Increase sight word vocabulary using decoding skills by reading grade appropriate regularly and irregularly spelled words, including high-frequency words, in isolation and context with increasing automaticity.*
K.F.F.1.b	Read familiar texts chorally with appropriate volume and rate.	1.F.F.1.b	Read a wide range of grade-level texts aloud with increasing accuracy.	2.F.F.1.b	Read a wide range of grade-level texts aloud with increasing automaticity.
K.F.F.1.c	Read grade-level texts with purpose and understanding.	1.F.F.1.c	Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding.	2.F.F.1.c	*Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding.*
K.F.F.1.d	This progression begins in 1st grade.	1.F.F.1.d	Self-correct while reading text (silently or aloud) to improve comprehension and fluency, rereading as necessary.	2.F.F.1.d	*Self-correct while reading text (silently or aloud) to improve comprehension and fluency, rereading as necessary.*

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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DOMAIN: Foundations (F)
Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

K-2 Handwriting: Table of Contents & Navigation

V. BIG IDEA: Handwriting (H) Students develop print handwriting skills.
STANDARD K-2.F.H.1: Motor Skills & Letter/Word Formation Use fine motor skills to form legible letters and words in print.
STANDARD K-2.F.H.2: Transcription & Handwriting Fluency Use working memory skills to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.
STANDARD F.H.3: Read Cursive This standard only applies to the 3-5 grade band.
STANDARD F.H.4: Write Cursive This standard only applies to the 3-5 grade band.

V. BIG IDEA: Handwriting (H)

Students develop print handwriting skills.

STANDARD K-2.F.H.1: Motor Skills & Letter/Word Formation

Use fine motor skills to form legible letters and words in print.

Kindergarten Expectations		1st Grade Expectations		2nd Grade Expectations	
K.F.H.1.a	Form all uppercase and lowercase letters.	1.F.H.1.a	Form all uppercase and lowercase letters and words with accuracy and consistency.	2.F.H.1.a	Form all uppercase and lowercase letters and words with accuracy, consistency, and efficiency.
K.F.H.1.b	Form words, including first and last names.	1.F.H.1.b	Form words with accuracy and consistency.	2.F.H.1.b	Form words and sentences efficiently.
K.F.H.1.c	Use appropriate spacing between letters, words, and sentences.	1.F.H.1.c	Use appropriate spacing between letters, words, and sentences across lines on a page.	2.F.H.1.c	Use appropriate spacing throughout the body of a text.

V. BIG IDEA: Handwriting (H)

Students develop print handwriting skills.

STANDARD K-2.F.H.2: Transcription & Handwriting Fluency

Use working memory skills to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.

Kindergarten Expectations		1st Grade Expectations		2nd Grade Expectations	
K.F.H.2.a	Practice basic transcription skills.	1.F.H.2.a	Perform basic transcription skills.	2.F.H.2.a	Efficiently and accurately transcribe text.
K.F.H.2.b	Begin building handwriting fluency by forming accurate letters, including those in first and last names.	1.F.H.2.b	Build handwriting fluency by forming accurate letters and words with increasing speed.	2.F.H.2.b	Track and maintain speed and efficiency while forming words and sentences.

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DOMAIN: Language (L)

Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

K-2 Language: Table of Contents & Navigation

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DOMAIN: Language (L)

Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

K-2 Grammar Conventions: Table of Contents & Navigation

I. BIG IDEA: Grammar Conventions (GC) Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
STANDARD K-2.L.GC.1: Grammar, Usage, & Mechanics Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.* *The expectations for Standard K-12.L.GC.1 are formatted as a comprehensive chart that illustrates key grammar, usage, and mechanics concepts and how those skills develop over time. The Grammar, Usage, & Mechanics (GUM) Chart is designed to function as a K-12 progression of skills and concepts.
STANDARD K-2.L.GC.2: Syntax Recognize and compose coherent sentences that express complete thoughts.

I. BIG IDEA: Grammar Conventions (GC)

Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.

STANDARD K-2.L.GC.1: Grammar, Usage, & Mechanics

Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.*

*The expectations for Standard K-12.L.GC.1 are formatted as a comprehensive chart that illustrates key grammar, usage, and mechanics concepts and how those skills develop over time. The Grammar, Usage, & Mechanics (GUM) Chart is designed to function as a K-12 progression of skills and concepts.

Understanding & Using the GUM Chart

The Grammar, Usage, & Mechanics (GUM) Chart shows the progression of K-12 expectations for standard K-12.L.GC.1. Each expectation belongs to one of three categories, which are coded as follows:

Grammar: G | Grammar is the system and structure of a language. It describes how the parts of speech are used to craft and structure meaningful sentences.

Usage: U | Usage refers to how words and phrases communicate meaning in context.

Mechanics: M | Mechanics are the rules and conventions that govern the technical aspects of written language: capitalization, punctuation, and spelling. (Please note that spelling expectations are outlined in the K-5 Foundations Domain as part of the Phonics Big Idea.)

Students learn, practice, and master grammar, usage, and mechanics skills through explicit instruction and in context as they routinely interpret and construct texts. Mastery is achieved when students apply skills appropriately and consistently both in and out of context. Skills that are more complex often take more than one academic year to master. Upon achieving mastery, students will continue to apply these skills as they read and write increasingly complex texts. These skills should be periodically formatively assessed and reinforced as needed to ensure that students maintain proficiency as text complexity increases.

The GUM chart uses the following five codes to communicate end-of-grade-level expectations:

Not Yet Introduced: NYI | The skill has not yet been introduced in the K-12 progression; it is not a formal grade-level expectation.

Introduce: I | The skill is introduced at this grade level; students practice applying the skill, but end-of-grade mastery is not required.

Continue: C | The skill is introduced at an earlier grade level; students continue to practice and apply it, but end-of-grade mastery is not required.

Master: M | The skill should be mastered by the end of this grade.

Reinforce: R | The skill is mastered in an earlier grade level; it should be reinforced as students read and write increasingly complex texts.

K-12 Grammar, Usage, & Mechanics (GUM) Chart

STANDARD K-2.L.GC.1: Grammar, Usage, & Mechanics | Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.

GUM	Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
U	Use nouns and verbs to share complete thoughts when speaking.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
U	Form and use singular and plural nouns when speaking.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
U	Use interrogatives to ask questions when speaking.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
M	Capitalize the first word of a sentence and the pronoun *I*.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
G	Form regular plural nouns by adding -s or -es.	I	M	R	R	R	R	R	R	R	R	R	R	R
G	Form and use verbs by adding -ing, -ed, or -s.	I	M	R	R	R	R	R	R	R	R	R	R	R
G	Use action verbs.	I	M	R	R	R	R	R	R	R	R	R	R	R
G	Use adjectives and adverbs.	I	C	M	R	R	R	R	R	R	R	R	R	R
G	Use common and proper nouns.	I	C	M	R	R	R	R	R	R	R	R	R	R
G	Form and use the simple verb tenses.	I	C	M	R	R	R	R	R	R	R	R	R	R
U	Use determiners (articles, possessive determiners, demonstrative adjectives).	I	C	M	R	R	R	R	R	R	R	R	R	R
M	Capitalize proper nouns.	I	C	M	R	R	R	R	R	R	R	R	R	R
M	Use periods, exclamation marks, and question marks at the end of sentences.	I	C	M	R	R	R	R	R	R	R	R	R	R
G	Form plural nouns by changing -y to -ies.	NYI	I	M	R	R	R	R	R	R	R	R	R	R
G	Use personal pronouns (subject, object, and possessive).	NYI	I	M	R	R	R	R	R	R	R	R	R	R
G	Use frequently occurring prepositions.	NYI	I	M	R	R	R	R	R	R	R	R	R	R
M	Use commas to separate items in a series and to format dates, addresses, salutations, and closings.	NYI	I	M	R	R	R	R	R	R	R	R	R	R
M	Use apostrophes to form contractions and singular possessive nouns.	NYI	I	C	M	R	R	R	R	R	R	R	R	R

GUM	Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
G	Form and use irregular plural nouns.	NYI	I	C	M	R	R	R	R	R	R	R	R	R
G	Form and use the past tense of irregular verbs.	NYI	I	C	M	R	R	R	R	R	R	R	R	R
G	Use coordinating conjunctions to join words, phrases, or clauses.	NYI	I	C	M	R	R	R	R	R	R	R	R	R
G	Form and use verbs by adding -d or -es.	NYI	NYI	I/M	R	R	R	R	R	R	R	R	R	R
G	Use collective and abstract nouns.	NYI	NYI	I	M	R	R	R	R	R	R	R	R	R
G	Use reflexive pronouns.	NYI	NYI	I	M	R	R	R	R	R	R	R	R	R
M	Use commas with coordinating conjunctions to join independent clauses.	NYI	NYI	I	M	R	R	R	R	R	R	R	R	R
M	Use hyphens to divide words at line breaks.	NYI	NYI	I	M	R	R	R	R	R	R	R	R	R
G	Form and use prepositional phrases.	NYI	NYI	I	C	M	R	R	R	R	R	R	R	R
G	Form and use comparative and superlative adjectives and adverbs.	NYI	NYI	I	C	M	R	R	R	R	R	R	R	R
U	Ensure pronoun-antecedent agreement.	NYI	NYI	I	C	M	R	R	R	R	R	R	R	R
M	Recognize and use conventional capitalization, quotation marks, and commas to indicate exact words and dialogue.	NYI	NYI	I	C	M	R	R	R	R	R	R	R	R
G	Use relative pronouns and relative adverbs.	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R
G	Use interjections.	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R
G	Use helping and linking verbs.	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R
U	Correctly use frequently confused words (e.g., to/too/two; there/their/they're; advice/advise).	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R
M	Recognize and use conventional capitalization in abbreviations, proper adjectives, and formal titles.	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R
M	Use commas to indicate direct address and to set off the words *yes* and *no.*	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R
M	Use apostrophes to form plural possessive nouns.	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R

GUM	Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
G	Use indefinite pronouns, ensuring correct agreement.	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R	R
G	Use subordinating conjunctions to join clauses.	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R	R
M	Use commas after introductory phrases or clauses.	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R	R
M	Use conventional capitalization and underlining, quotation marks, or italics to indicate titles of works.	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R	R
G	Use intensive pronouns.	NYI	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R
G	Form and use the progressive, perfect, and perfect progressive verb aspects.	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R
G	Form and use participles.	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R
U	Recognize and correct vague pronoun references.	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R
G	Use correlative conjunctions to join words, phrases, or clauses.	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R	R	R	R
M	Use conventional capitalization, quotation marks, commas, end punctuation, and attributions to indicate exact words and lines of dialogue.	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R	R	R	R
M	Use semicolons to separate items in a series or list when at least one of the items already contains commas.	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R	R	R	R
M	Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.	NYI	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R	R	R
M	Use ellipses appropriately.	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R
M	Use hyphens with appropriate affixes and compound words.	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R
M	Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences.	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R
GU	Use parts of speech and their associated phrases or clauses to perform indicated	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R

GUM	Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
	sentence functions (e.g., subject, direct object, predicate nominative, modifier).													
M	Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence.	NYI	NYI	NYI	NYI	NYI	I	C	C	C	M	R	R	R
G	Use demonstrative pronouns.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I, M	R	R	R	R	R
M	Use colons to introduce lists, examples, and explanations.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R	R
U	Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R	R
U	Use tenses and aspects to indicate the mood of a verb.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R
M	Use colons to introduce quotations.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R
M	Use dashes appropriately.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R
GUM	Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R

I. BIG IDEA: Grammar Conventions (GC)

Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.

STANDARD K-2.L.GC.2: Syntax

Recognize and compose coherent sentences that express complete thoughts.

Kindergarten Expectations		1st Grade Expectations		2nd Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing	
K.L.GC.2.a	Recognize that conventional sentences always include a subject and a predicate.	1.L.GC.2.a	Distinguish between complete and incomplete simple sentences, and identify the sentence type (i.e., declarative, imperative, interrogative, and exclamatory).	2.L.GC.2.a	Distinguish between simple and compound sentences, and identify the sentence type (i.e., declarative, imperative, interrogative, and exclamatory).
Expectations for Constructing Texts Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating	
K.L.GC.2.b	With adult support, use simple sentences to express complete thoughts in written texts.	1.L.GC.2.b	Use a variety of simple sentences (including a variety of sentence types) to develop clarity in written texts.	2.L.GC.2.b	Use a variety of simple and compound sentences (including a variety of sentence types) to develop clarity and coherence in written texts.
K.L.GC.2.c	With adult support, use singular and plural subjects with matching verbs.	1.L.GC.2.c	Use singular and plural subjects with matching verbs.	2.L.GC.2.c	Use correct subject and verb agreement in sentence constructions.
K.L.GC.2.d	This progression begins in 1st grade.	1.L.GC.2.d	With adult support, use adjectives or adverbs to add details or clarify meaning.	2.L.GC.2.d	Develop ideas or information in texts by using adjectives or adverbs to add details or clarify meaning.
K.L.GC.2.e	This progression begins in 9th grade.	1.L.GC.2.e	This progression begins in 9th grade.	2.L.GC.2.e	This progression begins in 9th grade.

DOMAIN: Language (L)

Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

K-2 Vocabulary: Table of Contents & Navigation

II. BIG IDEA: Vocabulary (V)
Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
STANDARD K-2.L.V.1: General, Academic, & Specialized Vocabulary
Acquire and use general, academic, and specialized vocabulary words in a variety of settings.
STANDARD K-2.L.V.2: Word Analysis
Acquire and apply word analysis skills to deconstruct and construct words to make meaning.
STANDARD K-2.L.V.3: Meaning & Purpose
Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.

Top

II. BIG IDEA: Vocabulary (V)

Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.

STANDARD K-2.L.V.1: General, Academic, & Specialized Vocabulary

Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.

Kindergarten Expectations		1st Grade Expectations		2nd Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing	
K.L.V.1.a	Acquire general, academic, and specialized vocabulary words and phrases through grade-level texts and content.	**1.L.V.1.a**	*Acquire general, academic, and specialized vocabulary words and phrases through grade-level texts and content.*	**2.L.V.1.a**	*Acquire general, academic, and specialized vocabulary words and phrases through grade-level texts and content.*
Expectations for Constructing Texts Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating	
K.L.V.1.b	Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings.	**1.L.V.1.b**	*Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings.*	**2.L.V.1.b**	*Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings.*

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

Top

II. BIG IDEA: Vocabulary (V)

Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.

STANDARD K-2.L.V.2: Word Analysis

Acquire and apply word analysis skills to deconstruct and construct words to make meaning.

Kindergarten Expectations		1st Grade Expectations		2nd Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing	
K.L.V.2.a	This progression begins in 1st grade.	1.L.V.2.a	Identify frequently occurring root words (e.g., look) and inflectional endings used to form and comprehend new words (e.g., looks, looked, looking).	2.L.V.2.a	Identify and use frequently occurring root words and affixes (e.g., prefixes, suffixes) to deconstruct words to determine or clarify meaning.
K.L.V.2.b	This progression begins in 3rd grade.	1.L.V.2.b	This progression begins in 3rd grade.	2.L.V.2.b	This progression begins in 3rd grade.
Expectations for Constructing Texts Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating	
K.L.V.2.c	This progression begins in 1st grade.	1.L.V.2.c	Construct words using frequently occurring root words and inflectional endings.	2.L.V.2.c	Construct words using frequently occurring root words and affixes.
K.L.V.2.d	This progression begins in 6th grade.	1.L.V.2.d	This progression begins in 6th grade.	2.L.V.2.d	This progression begins in 6th grade.

II. BIG IDEA: Vocabulary (V)

Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.

STANDARD K-2.L.V.3: Meaning & Purpose

Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.

Kindergarten Expectations		1st Grade Expectations		2nd Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing	
K.L.V.3.a	With adult support, determine or clarify the meaning of unknown and multiple-meaning words and phrases.	1.L.V.3.a	Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.	2.L.V.3.a	*Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.*
K.L.V.3.b	Identify and sort common words into basic categories based on similarities and differences.	1.L.V.3.b	Identify the relationship between words and their synonyms and antonyms.	2.L.V.3.b	Determine the relationship between words and their synonyms and antonyms.
K.L.V.3.c	This progression begins in 1st grade.	1.L.V.3.c	Distinguish shades of meaning among verbs that describe the same general action (e.g., walk, march, strut, prance).	2.L.V.3.c	Distinguish shades of meaning among verbs that differ in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives that differ in intensity (e.g., large, gigantic).
K.L.V.3.d	This progression begins in 1st grade.	1.L.V.3.d	With teacher support, use a picture dictionary or digital resource to clarify the meaning of unknown words and phrases.	2.L.V.3.d	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
Expectations for Constructing Texts Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating	
K.L.V.3.e	Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing.	1.L.V.3.e	*Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing.*	2.L.V.3.e	*Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing.*

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

DOMAIN: Texts (T)

Students grow in their learning as they purposefully engage with texts.

K-2 Texts: Table of Contents & Navigation

DOMAIN: Texts (T)

Students grow in their learning as they purposefully engage with texts.

K-2 Context: Table of Contents & Navigation

I. BIG IDEA: Context (C)
Students explore the relationships and roles of authors, purposes, and audiences of texts.
STANDARD K-2.T.C.1: Purpose & Audience
Explain how authors of texts use language for a specific purpose and a target audience.
STANDARD K-2.T.C.2: Authors & Speakers
Investigate the relationships between authors and speakers in texts.

Top

I. BIG IDEA: Context (C)
Students explore the relationships and roles of authors, purposes, and audiences of texts.

STANDARD K-2.T.C.1: Purpose & Audience
Explain how authors of texts use language for a specific purpose and a target audience.

Kindergarten Expectations		1st Grade Expectations		2nd Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing	
K.T.C.1.a	Identify the general purpose (e.g., to tell stories, to provide information, to share opinions) and target audience in a variety of texts.	1.T.C.1.a	Identify the general purpose (e.g., to tell stories, to provide information, to share opinions, to explain ideas) and target audience in a variety of texts.	2.T.C.1.a	Determine the general purpose and target audience in a variety of texts.
K.T.C.1.b	With adult support, identify different modes of communication: print, digital, auditory, and visual.	1.T.C.1.b	Identify different modes of communication: print, digital, auditory, and visual.	2.T.C.1.b	Recognize different modes of communication: print, digital, auditory, spoken, visual, and multimodal.
Expectations for Constructing Texts Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating	
K.T.C.1.c	With adult support, create texts in various modes (e.g., print, digital, auditory, and/or visual).	1.T.C.1.c	Create texts in teacher-selected modes (e.g., print, digital, auditory, and/or visual).	2.T.C.1.c	Choose two or more modes and create a multimodal text on a self-selected topic.

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

I. BIG IDEA: Context (C)
Students explore the relationships and roles of authors, purposes, and audiences of texts.

STANDARD K-2.T.C.2: Authors & Speakers
Investigate the relationships between authors and speakers in texts.

Kindergarten Expectations		1st Grade Expectations		2nd Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing	
K.T.C.2.a	Identify the authors and illustrators of picture books and explain their roles.	**1.T.C.2.a**	Identify who is speaking or telling the story at various points in a text.	**2.T.C.2.a**	Use examples of language from the text to identify various points of view (e.g., first person, third person).
K.T.C.2.b	This progression begins in 6th grade.	1.T.C.2.b	This progression begins in 6th grade.	2.T.C.2.b	This progression begins in 6th grade.
K.T.C.2.c	This progression begins in 3rd grade.	1.T.C.2.c	This progression begins in 3rd grade.	2.T.C.2.c	This progression begins in 3rd grade.
K.T.C.2.d	This progression begins in 6th grade.	1.T.C.2.d	This progression begins in 6th grade.	2.T.C.2.d	This progression begins in 6th grade.

DOMAIN: Texts (T)

Students grow in their learning as they purposefully engage with texts.

K-2 Structure & Style: Table of Contents & Navigation

II. BIG IDEA: Structure & Style (SS)
Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.
STANDARD K-2.T.SS.1: Organization
Identify and use organizational structures to craft meaning.
STANDARD K-2.T.SS.2: Craft
Identify and use descriptive and engaging language.

Top

II. BIG IDEA: Structure & Style (SS)
Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.

STANDARD K-2.T.SS.1: Organization
Identify and use organizational structures to craft meaning.

Kindergarten Expectations		1st Grade Expectations		2nd Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing	
K.T.SS.1.a	Identify and use text features, including titles, headings, photos, and illustrations, to determine if a text is fiction or nonfiction.	1.T.SS.1.a	Identify and use various text features (e.g., diagrams, tables of contents) to locate information and make meaning in texts.	2.T.SS.1.a	Explain how various text features (e.g., captions, subheadings, charts, indexes) contribute to meaning and organization of texts.
Expectations for Constructing Texts Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating	
K.T.SS.1.b	With adult support, use text features, including titles, illustrations, and/or labels, to add clarity/coherence to texts.	1.T.SS.1.b	Use text features (e.g., illustrations, page numbers, bold print, headings) to add clarity and meaning to texts.	2.T.SS.1.b	*Use text features (e.g., illustrations, page numbers, bold print, headings) to add clarity and meaning to texts.*
K.T.SS.1.c	With adult support, retell events and actions in sequence.	1.T.SS.1.c	Use transition words or phrases, such as *once upon a time, next*, and *last,* to sequence events and actions.	2.T.SS.1.c	Use conjunctions and transition words or phrases to sequence events and actions.
K.T.SS.1.d	This progression begins in 3rd grade.	1.T.SS.1.d	This progression begins in 3rd grade.	2.T.SS.1.d	This progression begins in 3rd grade.

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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II. BIG IDEA: Structure & Style (SS)

Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.

STANDARD K-2.T.SS.2: Craft

Identify and use descriptive and engaging language.

Kindergarten Expectations		1st Grade Expectations		2nd Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing	
K.T.SS.2.a	Identify interesting and/or descriptive words that express feelings or appeal to the senses in texts.	**1.T.SS.2.a**	Identify and explain the use of descriptive words in texts.	**2.T.SS.2.a**	Identify the difference between literal and nonliteral or figurative language in texts.
Expectations for Constructing Texts Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating	
K.T.SS.2.b	With adult support, use interesting and/or descriptive words to craft engaging texts.	**1.T.SS.2.b**	Use descriptive words to craft engaging texts.	**2.T.SS.2.b**	*Use descriptive words to craft engaging texts.*
K.T.SS.2.c	This progression begins in 6th grade.	1.T.SS.2.c	This progression begins in 6th grade.	2.T.SS.2.c	This progression begins in 6th grade.

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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DOMAIN: Texts (T)

Students grow in their learning as they purposefully engage with texts.

K-2 Techniques: Table of Contents & Navigation

III. BIG IDEA: Techniques (T)
Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.
STANDARD K-2.T.T.1: Narrative Techniques Identify and use narrative techniques to shape understanding.
STANDARD K-2.T.T.2: Expository Techniques Identify and use expository techniques to shape understanding.
STANDARD K-2.T.T.3: Opinion Techniques Identify and use opinion techniques to shape understanding.
STANDARD K-2.T.T.4: Poetic Techniques Identify and use poetic techniques to shape understanding.

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III. BIG IDEA: Techniques (T)
Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.

STANDARD K-2.T.T.1: Narrative Techniques
Identify and use narrative techniques to shape understanding.

Kindergarten Expectations		1st Grade Expectations		2nd Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing	
K.T.T.1.a	Identify techniques used to craft stories, including characters, setting, and major events.	**1.T.T.1.a**	Identify techniques used to craft stories, including characters, setting, major events, and dialogue.	**2.T.T.1.a**	Identify and describe techniques used to craft stories, including characters, setting, major events, and dialogue.
K.T.T.1.b	This progression begins in 1st grade.	**1.T.T.1.b**	Identify a simple plot with a problem and solution.	**2.T.T.1.b**	Identify the major plot events that occur between a problem and solution.
K.T.T.1.c	With adult support, demonstrate an understanding of the central message, lesson, or moral of the story based on the words and actions of the main characters.	**1.T.T.1.c**	Describe traits of the main characters and explain how their words and actions support the central message, lesson, or moral of the story.	**2.T.T.1.c**	Identify and describe how characters' responses to major challenges or events support the central message, lesson, or moral of the story.
K.T.T.1.d	With adult support, compare and contrast characters and their experiences in stories across diverse cultures.	**1.T.T.1.d**	*With adult support, compare and contrast characters and their experiences in stories across diverse cultures.*	**2.T.T.1.d**	Compare and contrast two or more versions of the same story by different authors or from diverse cultures.
Expectations for Constructing Texts Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating	
K.T.T.1.e	Use a combination of drawing, labeling, writing, and dictating* to create a text with narrative techniques (e.g., characters, setting, events) told in the order in which they occurred.	**1.T.T.1.e**	Use knowledge of narrative techniques (e.g., characters, settings, events) to create texts that share real or imagined experiences and events with a sense of closure.	**2.T.T.1.e**	Use knowledge of narrative techniques (e.g., characters, settings, events, dialogue) to create texts that recount real or imagined experiences and events with a sense of closure.

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

*Dictating should only be used when necessary to check for understanding.

Top

III. BIG IDEA: Techniques (T)
Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.

STANDARD K-2.T.T.2: Expository Techniques
Identify and use expository techniques to shape understanding.

Kindergarten Expectations		1st Grade Expectations		2nd Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing	
K.T.T.2.a	Identify techniques used to craft expository texts, including main topic.	**1.T.T.2.a**	Identify techniques used to craft expository texts, including main topic and supporting details.	**2.T.T.2.a**	Identify and describe techniques used to craft expository texts, including main idea and key supporting details within specific paragraphs.
K.T.T.2.b	With adult support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	**1.T.T.2.b**	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	**2.T.T.2.b**	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
K.T.T.2.c	This progression begins in 3rd grade.	1.T.T.2.c	This progression begins in 3rd grade.	2.T.T.2.c	This progression begins in 3rd grade.
Expectations for Constructing Texts Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating	
K.T.T.2.d	Use a combination of drawing, labeling, writing, and dictating* to create a text with expository techniques that includes a topic and information about the topic.	**1.T.T.2.d**	Use knowledge of expository techniques to introduce a topic, supply facts about the topic, and provide a sense of closure.	**2.T.T.2.d**	Use knowledge of expository techniques to create texts that introduce a topic, use facts and definitions to develop the topic, and provide a concluding statement or section.

*Dictating should only be used when necessary to check for understanding.

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III. BIG IDEA: Techniques (T)
Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.

STANDARD K-2.T.T.3: Opinion Techniques
Identify and use opinion techniques to shape understanding.

Kindergarten Expectations		1st Grade Expectations		2nd Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing	
K.T.T.3.a	Explain the difference between opinions and facts about a topic.	**1.T.T.3.a**	Identify techniques used to craft opinion texts, including the author's opinion and supporting reasons.	**2.T.T.3.a**	Identify and describe techniques used to craft opinion texts, including the author's opinion, supporting reasons, and facts.
K.T.T.3.b	This progression begins in 9th grade.	1.T.T.3.b	This progression begins in 9th grade.	2.T.T.3.b	This progression begins in 9th grade.
Expectations for Constructing Texts Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating	
K.T.T.3.c	Use a combination of drawing, labeling, writing, and dictating* to express an opinion about a topic.	**1.T.T.3.c**	Use knowledge of opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, and provide two or more reasons to support the opinion with linking words *and* and *because*.	**2.T.T.3.c**	Use knowledge of opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, supply reasons to support the opinion with linking words (e.g., because, and, also), and provide a conclusion.
K.T.T.3.d	This progression begins in 9th grade.	1.T.T.3.d	This progression begins in 9th grade.	2.T.T.3.d	This progression begins in 9th grade.

*Dictating should only be used when necessary to check for understanding.

III. BIG IDEA: Techniques (T)
Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.

STANDARD K-2.T.T.4: Poetic Techniques
Identify and use poetic techniques to shape understanding.

Kindergarten Expectations		1st Grade Expectations		2nd Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing	
K.T.T.4.a	Identify poetic techniques used to craft poetic texts, including rhyme.	1.T.T.4.a	Identify and describe poetic techniques used to craft texts, including rhyme, alliteration, and repeated lines.	2.T.T.4.a	Identify, classify, and describe poetic techniques used to craft texts, including rhyme, alliteration, repeated lines, stanzas, and line breaks.
Expectations for Constructing Texts Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating	
K.T.T.4.b	With adult support, use poetic techniques to create poems that may or may not rhyme.	1.T.T.4.b	Use poetic techniques to create poems using simple words and/or phrases that may or may not rhyme.	2.T.T.4.b	Use poetic techniques to create poems using words and/or phrases that may or may not rhyme.

DOMAIN: Texts (T)

Students grow in their learning as they purposefully engage with texts.

K-2 Research & Analysis: Table of Contents & Navigation

IV. BIG IDEA: Research & Analysis (RA)
Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.
STANDARD K-2.T.RA.1: Research & Inquiry Build knowledge about the world by asking or generating questions about topics of interest, researching the answers, using multiple sources, and communicating relevant and accurate information about the topic.
STANDARD K-2.T.RA.2: Curating Sources & Evidence Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.

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IV. BIG IDEA: Research & Analysis (RA)
Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.

STANDARD K-2.T.RA.1: Research & Inquiry
Build knowledge about the world by asking or generating questions about topics of interest, researching the answers, using multiple sources, and communicating relevant and accurate information about the topic.

Kindergarten Expectations		1st Grade Expectations		2nd Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing	
K.T.RA.1.a	With adult support, ask questions about topics of interest for research.	1.T.RA.1.a	Ask questions about topics of interest for research.	2.T.RA.1.a	Generate questions about self-selected topics of interest for research.
K.T.RA.1.b	With adult support, collaborate to conduct research on a shared topic of interest by gathering and organizing information from provided sources (including print, digital, and personal communication) using graphic organizers or other support aids.	1.T.RA.1.b	Work collaboratively or individually to conduct research on a shared or personal topic of interest by gathering and organizing information from provided sources (including print, digital, and personal communication) using graphic organizers or other support aids.	2.T.RA.1.b	Work collaboratively or individually to conduct research to answer questions on a shared or personal topic of interest by gathering and organizing information from multiple sources using graphic organizers or other support aids.
Expectations for Constructing Texts Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating	
K.T.RA.1.c	With adult support, share relevant and accurate information through a variety of different modes.	1.T.RA.1.c	Share relevant and accurate information through a variety of different modes.	2.T.RA.1.c	Organize and share related, relevant, and accurate information through a variety of different modes.

IV. BIG IDEA: Research & Analysis (RA)

Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.

STANDARD K-2.RA.2: Curating Sources & Evidence

Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.

Kindergarten Expectations		1st Grade Expectations		2nd Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing	
K.T.RA.2.a	With adult support, refer to parts of texts when supporting an idea, answer, or opinion.	1.T.RA.2.a	Refer to parts of texts when supporting an idea, answer, or opinion.	2.T.RA.2.a	Refer to specific parts of texts when supporting an idea, answer, or opinion.
K.T.RA.2.b	With adult support, explore various sources of information, including print, digital, and personal communication.	1.T.RA.2.b	Explore various sources of information, including print, digital, and personal communication.	2.T.RA.2.b	Explore various sources of information, including print, digital, and personal communication, and discuss connections to various topics.
Expectations for Constructing Texts Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating	
K.T.RA.2.c	This progression begins in 5th grade.	1.T.RA.2.c	This progression begins in 5th grade.	2.T.RA.2.c	This progression begins in 5th grade.

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DOMAIN: Practices (P)

Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Note: This domain is designed so that students will continuously cultivate key practices that will sustain their literacy endeavors throughout their K-12 education experiences and beyond. The standards and expectations for Practices are exactly that—*practices* for students to develop throughout the years. When students are in earlier grades, they will engage in these practices with simpler and shorter texts and will benefit from more guidance and support than they will in later grades. When instruction is designed with these practices in mind, teachers will often engage in these practices *with* their students as active consumers and producers of texts themselves. Sometimes, students will cultivate these practices one at a time; often, they will incorporate more than one practice as they interpret and construct a range of texts for a variety of purposes. The Practices domain is focused primarily on the relationship between reading and writing print and digital texts; however, listening, viewing, speaking, and creating multimodal texts are integral to the development of each practice.

Practices: Table of Contents & Navigation

IV. BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.
K-12.P.CP.1: Collaboration Collaborate with others to accomplish shared goals and projects.
K-12.P.CP.2: Presentation Use presentation skills to tailor communication to target audiences for specific purposes.

Top

DOMAIN: Practices (P)

Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Engagement & Intention for Comprehension & Composition: Table of Contents & Navigation

BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC)

Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

STANDARD K-12.P.EICC.1: Reader & Writer Identity

Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.

K-12 Expectations	
Expectations for Interpreting & Constructing Texts Reading | Listening | Viewing | Writing | Speaking | Creating	
K-12.P.EICC.1.a	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
K-12.P.EICC.1.b	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
K-12.P.EICC.1.c	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
K-12.P.EICC.1.d	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
K-12.P.EICC.1.e	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
K-12.P.EICC.1.f	Develop independence and autonomy as a reader and writer.

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BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC)

Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

STANDARD K-12.P.EICC.2: Engagement & Intention

Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.

K-12 Expectations	
Expectations for Interpreting & Constructing Texts Reading | Listening | Viewing | Writing |Speaking | Creating	
K-12.P.EICC.2.a	Share real or imagined experiences by interpreting and constructing texts that tell or include stories.
K-12.P.EICC.2.b	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
K-12.P.EICC.2.c	Explain and learn concepts and processes by interpreting and constructing texts.
K-12.P.EICC.2.d	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
K-12.P.EICC.2.e	Consume and produce texts in order to solve problems or influence decisions.

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BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC)

Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

STANDARD K-12.P.EICC.3: Comprehension Strategies

Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process.

	K-12 Expectations
	Expectations for Interpreting Texts Reading | Listening | Viewing
K-12.P.EICC.3.a	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
K-12.P.EICC.3.b	Scan and skim the text, making note of structures and sections that might be most useful.
K-12.P.EICC.3.c	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
K-12.P.EICC.3.d	Summarize and visualize sections of the text to maintain understanding.
K-12.P.EICC.3.e	Make and track predictions about the events and information likely to come next.
K-12.P.EICC.3.f	Make, track, and support inferences about different levels of meaning within the text.
K-12.P.EICC.3.g	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.

*Comprehension strategies are tools that students should develop throughout their K-12 education as they work to interpret increasingly complex texts. The effectiveness of these strategies depends largely on the texts themselves, the reasons students engage with them, and the preferences and knowledge bases of individual students. For these reasons, students should receive instruction in a variety of comprehension strategies. Students should learn to select and apply strategies flexibly in order to make sense of the text and accomplish their goals.

Top

BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC)

Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

STANDARD K-12.P.EICC.4: Writing Processes

Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.

K-12 Expectations	
Expectations for Constructing Texts Writing | Speaking | Creating	
K-12.P.EICC.4.a	Establish a purpose and goals for writing and identify a target audience.
K-12.P.EICC.4.b	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
K-12.P.EICC.4.c	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
K-12.P.EICC.4.d	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
K-12.P.EICC.4.e	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
K-12.P.EICC.4.f	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
K-12.P.EICC.4.g	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
K-12.P.EICC.4.h	Edit the text, ensuring it adheres to the conventions of written language.

DOMAIN: Practices (P)

Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Situating Texts: Table of Contents & Navigation

II. BIG IDEA: Situating Texts (ST)
Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
STANDARD K-12.P.ST.1: Context Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
STANDARD K-12.P.ST.2: Author, Audience, & Purpose Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.

Top

BIG IDEA: Situating Texts (ST)
Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
STANDARD K-12.P.ST.1: Context Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.

K-12 Expectations	
Expectations for Interpreting & Constructing Texts Reading | Listening | Viewing | Writing | Speaking | Creating	
K-12.P.ST.1.a	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
K-12.P.ST.1.b	Consider how context impacts the purposes of the author and the audience.
K-12.P.ST.1.c	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.

BIG IDEA: Situating Texts (ST)
Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
STANDARD K-12.P.ST.2: Author, Audience, & Purpose Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.

K-12 Expectations	
Expectations for Interpreting & Constructing Texts Reading | Listening | Viewing | Writing | Speaking | Creating	
K-12.P.ST.2.a	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
K-12.P.ST.2.b	Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.
K-12.P.ST.2.c	Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.

DOMAIN: Practices (P)

Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Practices: Table of Contents & Navigation

III. BIG IDEA: Author's Craft (AC)
Students apply knowledge of author's craft to enhance the interpretation and construction of texts.
STANDARD K-12.P.AC.1: Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.
STANDARD K-12.P.AC.2: Writing like a Reader Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose.
STANDARD K-12.P.AC.3: Text Design Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.

BIG IDEA: Author's Craft (AC)	
Students apply knowledge of author's craft to enhance the interpretation and construction of texts.	
STANDARD K-12.P.AC.1: Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.	
K-12 Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
K-12.P.AC.1.a	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
K-12.P.AC.1.b	Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.
K-12.P.AC.1.c	Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.
K-12.P.AC.1.d	Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.

BIG IDEA: Author's Craft (AC)	
Students apply knowledge of author's craft to enhance the interpretation and construction of texts.	
STANDARD K-12.P.AC.2: Writing like a Reader Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.	
K-12 Expectations	
Expectations for Constructing Texts Writing | Speaking | Creating	
K-12.P.AC.2.a	Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
K-12.P.AC.2.b	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
K-12.P.AC.2.c	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
K-12.P.AC.2.d	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.

BIG IDEA: Author's Craft (AC)	
Students apply knowledge of author's craft to enhance the interpretation and construction of texts.	
STANDARD K-12.P.AC.3: Text Design	
Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.	
K-12 Expectations	
Expectations for Interpreting & Constructing Texts Reading | Listening | Viewing | Writing | Speaking | Creating	
K-12.P.AC.3.a	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
K-12.P.AC.3.b	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
K-12.P.AC.3.c	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
K-12.P.AC.3.d	Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.

DOMAIN: Practices (P)

Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Collaboration & Presentation: Table of Contents & Navigation

IV. BIG IDEA: Collaboration & Presentation (CP)
Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.
K-12.P.CP.1: Collaboration   Collaborate with others to accomplish shared goals and projects.
K-12.P.CP.2: Presentation   Use presentation skills to tailor communication to target audiences for specific purposes.

BIG IDEA: Collaboration & Presentation (CP)
Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.
STANDARD K-12.P.CP.1: Collaboration
Collaborate with others to accomplish shared goals and projects.

K-12 Expectations	
Expectations for Interpreting & Constructing Texts Reading | Listening | Viewing | Writing | Speaking | Creating |	
K-12.P.CP.1.a	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
K-12.P.CP.1.b	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
K-12.P.CP.1.c	Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.
K-12.P.CP.1.d	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

BIG IDEA: Collaboration & Presentation (CP)
Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.
STANDARD K-12.P.CP.2: Presentation
Use presentation skills to tailor communication to target audiences for specific purposes.

K-12 Expectations	
Expectations for Interpreting & Constructing Texts Reading | Listening | Viewing | Writing | Speaking | Creating |	
K-12.P.CP.2.a	Communicate clearly to present ideas, information, and texts.
K-12.P.CP.2.b	Integrate modes and genres most appropriate to purpose and audience.
K-12.P.CP.2.c	Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.
K-12.P.CP.2.d	Engage in dialogue with audiences by asking and answering questions.
K-12.P.CP.2.e	Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.