## Essential (Power) Standards by Commonalities

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

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

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

Word Knowledge	Word Knowledge		and content-specific	content-specific words.	and analyze their effect
(Foundational):	(Foundational):	Word Knowledge	words. (RI&RL)	(RI&RL)	on meaning, tone, or
KRF1: Demonstrate	1RF1: Demonstrate	(Foundational):			mood. (RI&RL)
understanding of the	understanding of the	2RF3: Know and apply	Word Knowledge	Word Knowledge	
organization and basic	organization and basic	phonics and word	(Foundational):	(Foundational):	Word Knowledge
features of print. (See	features of print. (See	analysis skills in	3RF3: Know and apply	4RF3: Know and apply	(Foundational):
Standards for Learning	Standards for Learning	decoding words. (See	grade-level phonics and	grade-level phonics and	5RF3: Know and apply
Targets)	Targets)	Standards for Learning	word analysis skills in	word analysis skills in	grade-level phonics and
		Targets)	decoding words. (See	decoding words. (See Standards for Learning	word analysis skills in
KRF2: Demonstrate	1RF2: Demonstrate		Standards for Learning	Targets)	decoding words. (See
understanding of spoken	understanding of spoken	2RF4: Read grade-level	Targets)	Turgetoj	Standards for Learning
words, syllables, and	words, syllables, and	text with sufficient		4RF4: Read grade-level	Targets)
sounds (phonemes). (See	sounds (phonemes). (See	accuracy and fluency to	3RF4: Read grade-level	text with sufficient	5RF4: Read grade-level
Standards for Learning	Standards for Learning	support comprehension. (See Standards for	text with sufficient	accuracy and fluency to	text with sufficient
Targets)	Targets)	Learning Targets)	accuracy and fluency to	support comprehension.	accuracy and fluency to
			support comprehension.	(See Standards for	support comprehension.
KRF3: Know and apply	1RF3: Know and apply	Word Knowledge	(See Standards for	Learning Targets)	(See Standards for
grade-level phonics and	phonics and word	(Language):	Learning Targets)	Mond Knowledge	Learning Targets)
word analysis skills in	analysis skills in	2L4: Determine or clarify	*** 1 ** 1 1	Word Knowledge (Language):	
decoding words. (See	decoding words. (See	the meaning of unknown	Word Knowledge	4L4: Determine or clarify	Word Knowledge
Standards for Learning	Standards for Learning	and multiple-meaning	(Language):	the meaning of unknown	(Language):
Targets)	Targets)	words and phrases,	3L4: Determine or clarify the meaning of unknown	and multiple-meaning	5L4: Determine or clarify
KRF4: Will engage with	1RF4: Read beginning	choosing flexibly from an	and multiple-meaning	words and phrases,	the meaning of unknown
emergent level texts and	reader texts, appropriate	array of strategies. (See	words and phrases,	choosing flexibly from a	and multiple-meaning
read-alouds to	to individual student	Standards for Learning	choosing flexibly from a	range of strategies. (See	words and phrases,
demonstrate	ability, with sufficient	Targets)	range of strategies. (See	Standards for Learning	choosing flexibly from a
comprehension.	accuracy and fluency to		Standards for Learning	Targets)	range of strategies. (See
comprenention.	support comprehension.		Targets)		Standards for Learning
Word Knowledge	(See Standards for				Targets)
(Language):	Learning Targets)				
KL4: Explore and use	0 0/				
new vocabulary and	Word Knowledge				
multiple-meaning words	(Language):				
and phrases in authentic	1L4: Determine or clarify				
experiences. (See	the meaning of unknown				
Standards for Learning	and multiple-meaning				
Targets)	words and phrases,				
	choosing flexibly from an				
	array of strategies. (See				

	Standards for Learning				
	Targets)				
Applicable Across					
Domains:	Domains:	Domains:	Domains:	Domains:	Domains:
ANCHOR STANDARD					
L1: Demonstrate					
command of the					
conventions of academic					
English grammar and					
usage when writing or					
speaking*.	speaking*.	speaking*.	speaking*.	speaking*.	speaking*.
ANCHOR STANDARD					
L2: Demonstrate					
command of the					
conventions of academic					
English capitalization,					
punctuation, and spelling					
when writing*.					