

# Communication Arts Grade Level Expectations

The Communication Arts *Grade Level Expectations* document is an **updated** version of the March, 2004 K-12 Communication Arts Grade Level Expectations. Missouri educators from across the state, representing education from the primary grades through the college level, met numerous times to carefully examine the current Grade Level Expectations and make suggestions to update that document. This is the result of their discussion and study.

Please note:

- In several instances, the difference is a change in location, rather than a change in the GLE itself.
- All Communication Arts content may be assessed at the grade level where it appears.
- Teachers are responsible for content up to—and including—that which appears at the grade level they teach. This document represents a continuum of instruction, so teachers must be familiar with GLEs leading up to their grade level so that they may scaffold instruction for students missing requisite skills.
- The GLE Update and Review Committees addressed only Reading and Writing.

An asterisk (\*) is used to indicate GLEs that are locally assessed.

**PLEASE NOTE: The Information Literacy strand will be revised during the 2008-2009 school year. The existing version is included at the end of this document and includes grades K-12. While the Information Literacy GLEs are under revision, teachers are responsible for the content in the existing version.**

Sources: *7 Keys to Comprehension: How to Help Your Kids Read It and Get It!* (Zimmerman, Susan and Chryse Hutchins, Heinemann Publishers); *Apprenticeship in Literacy: Transitions Across Reading and Writing* (Dorn, Linda, Stenhouse Publishers); *Glossary of Terms* (NAEP Reading Framework); *Information Literacy Strands for Student Learning: Standards and Indicators* (American Association of School Librarians and the Association for Educational Communications and Technology, 1998); *Literary Devices* (Jay Braiman, 2003,2006); *Mosaic of Thought* (Zimmerman, Susan and Ellin Keene, Heinemann Publishers); *NETS for Students* (International Society for Technology in Education, National Educational Technology Standards for Students); *Scaffolding Young Writers: A Writer's Workshop Approach* (Dorn, Linda, Stenhouse Publishers); *Shaping Literate Minds: Developing Self-Regulated Learners* (Dorn, Linda, Stenhouse Publishers); *Strategies that Work: Teaching Comprehension to Enhance Understanding* (Harvey, Stephanie and Anne Goudvis, Stenhouse Publishers); *Units of Study for Primary Writing* (Calkins, Lucy, Heinemann Publishers); *Units of Study for Teaching Writing Grades 3-5* (Calkins, Lucy, Heinemann Publishers).

Missouri Department of Elementary and Secondary Education  
October, 2008

# Reading

<b>1 Develop and apply skills and strategies to the reading process</b>									
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>A</b>	<b>Print Concepts</b>	* Demonstrate basic concepts of print: a. directionality left to right, return sweep, top and bottom b. understanding that the story is in the print c. word by word matching d. distinction between letter and word	* Demonstrate concepts of print: a. upper- and lower-case letters b. first and last letters in words c. directionality in letter and word order d. punctuation has meaning						
		<b>DOK 1</b>	<b>1</b>						
	<b>ST</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>						
<b>B</b>	<b>Phonemic Awareness</b>	* Develop ability to recognize sounds (phonemes) in words (phonemic awareness): a. recognize rhyming words b. isolate consonant sounds c. hear and say onset and rime d. hear and say spoken phonemes	* Demonstrate ability to use phonemes to construct words: a. produce rhyming words b. separate and say sounds in words c. blend sounds to form words d. replace beginning and ending sounds to form new words						
		<b>DOK 1</b>	<b>2</b>						
	<b>ST</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>						

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	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>C</b>	<b>Phonics</b>	* Develop alphabet and phonics knowledge: a. identify letters b. say sounds associated with letters c. write letter that goes with consonant sound	* Develop and apply decoding strategies to “problem-solve” unknown words when reading grade level instructional text	* Develop and apply decoding strategies to “problem-solve” unknown words when reading grade level instructional text	* Apply decoding strategies to independently “problem-solve” unknown words when reading when needed	* Apply decoding strategies to “problem-solve” unknown words when reading when needed	* Apply decoding strategies to “problem-solve” unknown words when reading when needed	* Apply decoding strategies to “problem-solve” unknown words when reading when needed	* Apply decoding strategies to “problem-solve” unknown words when reading when needed
		<b>DOK</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>ST</b>	<b>CA 2, 3, 1.6</b>	<b>CA 2, 3, 1.6</b>	<b>CA 2, 3, 1.6</b>	<b>CA 2, 3, 1.6</b>	<b>CA 2, 3, 1.6</b>	<b>CA 2, 3, 1.6</b>	<b>CA 2, 3, 1.6</b>	<b>CA 2, 3, 1.6</b>	<b>CA 2, 3, 1.6</b>
<b>D</b>	<b>Fluency</b>	* Read simple text a. containing a small bank of high-frequency words b. consisting of environmental print	* Read grade-level instructional text a. by developing automaticity of an increasing core of high-frequency words b. with appropriate phrasing and expression	* Read grade-level instructional text with fluency, accuracy and expression	* Read grade-level instructional text a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text
		<b>DOK</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>ST</b>	<b>CA 2, 3, 1.5</b>	<b>CA 2, 3, 1.5</b>	<b>CA 2, 3, 1.5</b>	<b>CA 2, 3, 1.5</b>	<b>CA 2, 3, 1.5</b>	<b>CA 2, 3, 1.5</b>	<b>CA 2, 3, 1.5</b>	<b>CA 2, 3, 1.5</b>	<b>CA 2, 3, 1.5</b>

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<b>E</b>	* Develop vocabulary by listening to and discussing unknown words in stories	* Develop vocabulary by reading, listening to, and discussing unknown words in stories using a. root words b. word chunks c. context clues	* Develop vocabulary by reading, listening to, and discussing unknown words in stories using a. root words b. classroom resources c. context clues	Develop vocabulary through text, using a. root words and synonyms b. synonyms and antonyms c. context clues d. glossary dictionary, with assistance	Develop vocabulary through text, using a. root words and affixes b. synonyms and antonyms c. context clues d. glossary and dictionary	Develop vocabulary through text, using a. roots and affixes b. synonyms and antonyms c. context clues d. glossary and dictionary	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus
<b>Vocabulary</b>									
<b>DOK</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>ST</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>
<b>F</b>	* Develop and apply, with assistance, pre-reading strategies to aid comprehension: a. access prior knowledge b. preview text and picture c. make general prediction	* Develop and apply, with assistance, pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. state a purpose for reading, with assistance	* Develop and apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose and rate for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose and rate for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose and rate for reading
<b>Pre-Reading</b>									
<b>DOK</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>ST</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>	<b>CA 2, 3, 1.5, 1.6</b>

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<b>G</b>	* During reading, shared reading, or read-alouds, develop and utilize, with assistance, strategies to	* During reading and read-alouds, develop and utilize, with assistance, strategies to	* During reading, develop and utilize strategies to	* During reading, utilize strategies to	* During reading, utilize strategies to	* During reading, utilize strategies to	* During reading, utilize strategies to	* During reading, utilize strategies to	* During reading, utilize strategies to
<b>During Reading</b>	<ul style="list-style-type: none"> <li>a. self-question and correct</li> <li>b. infer</li> <li>c. predict and check using cueing systems: meaning, structure, and visual information</li> </ul>	<ul style="list-style-type: none"> <li>a. self-question and correct</li> <li>b. infer</li> <li>c. predict and check using cueing systems: meaning, structure, and visual information</li> </ul>	<ul style="list-style-type: none"> <li>a. self-question and correct meaning of unknown words</li> <li>b. determine meaning of unknown words</li> <li>c. self-monitor comprehension</li> <li>d. question the text</li> <li>e. infer</li> <li>f. visualize</li> </ul>	<ul style="list-style-type: none"> <li>a. determine meaning of unknown words</li> <li>b. self-monitor comprehension</li> <li>c. question the text</li> <li>d. infer</li> <li>e. visualize</li> <li>f. paraphrase</li> <li>g. summarize</li> </ul>	<ul style="list-style-type: none"> <li>a. determine meaning of unknown words</li> <li>b. self-monitor comprehension</li> <li>c. question the text</li> <li>d. infer</li> <li>e. visualize</li> <li>f. paraphrase</li> <li>g. summarize</li> </ul>	<ul style="list-style-type: none"> <li>a. determine meaning of unknown words</li> <li>b. self-monitor comprehension</li> <li>c. question the text</li> <li>d. infer</li> <li>e. visualize</li> <li>f. paraphrase</li> <li>g. summarize</li> </ul>	<ul style="list-style-type: none"> <li>a. determine meaning of unknown words</li> <li>b. self-monitor comprehension</li> <li>c. question the text</li> <li>d. infer</li> <li>e. visualize</li> <li>f. paraphrase</li> <li>g. summarize</li> </ul>	<ul style="list-style-type: none"> <li>a. determine meaning of unknown words</li> <li>b. self-monitor comprehension</li> <li>c. question the text</li> <li>d. infer</li> <li>e. visualize</li> <li>f. paraphrase</li> <li>g. summarize</li> </ul>	<ul style="list-style-type: none"> <li>a. determine meaning of unknown words</li> <li>b. self-monitor comprehension</li> <li>c. question the text</li> <li>d. infer</li> <li>e. visualize</li> <li>f. paraphrase</li> <li>g. summarize</li> </ul>
<b>DOK</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>ST</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>

# Reading

1 Develop and apply skills and strategies to the reading process									
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>H</b>	* Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: a. answer basic comprehension questions b. question to clarify c. retell d. illustrate e. re-enact stories	* Develop and apply post-reading skills after reading or read-alouds to respond to text: a. answer basic comprehension questions b. question to clarify c. retell d. reflect e. draw conclusions f. analyze	* Apply post-reading skills to respond to text: a. answer basic comprehension questions b. identify the main idea and supporting details c. question to clarify d. retell e. reflect f. draw conclusions g. analyze	Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions b. identify and explain the relationship between the main idea and supporting details c. make predictions *d. question to clarify *e. reflect f. draw conclusions g. analyze h. paraphrase i. summarize	Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions b. identify and explain the relationship between the main idea and supporting details c. make predictions *d. question to clarify *e. reflect f. draw conclusions g. analyze h. paraphrase i. summarize	Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions b. identify and explain the relationship between the main idea and supporting details c. make predictions *d. question to clarify *e. reflect f. draw conclusions g. analyze h. paraphrase i. summarize	Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions b. identify and explain the relationship between the main idea and supporting details c. make predictions *d. question to clarify *e. reflect f. draw conclusions g. analyze h. paraphrase i. summarize	Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions b. identify and explain the relationship between the main idea and supporting details c. make predictions *d. question to clarify *e. reflect f. draw conclusions g. analyze h. paraphrase i. summarize	Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions b. identify and explain the relationship between the main idea and supporting details c. make predictions *d. question to clarify *e. reflect f. draw conclusions g. analyze h. paraphrase i. summarize
<b>DOK</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>ST</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>	<b>CA 2, 3, 1.5, 1.6, 3.5</b>

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<b>1 Develop and apply skills and strategies to the reading process</b>									
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>I</b>	<b>Making Connections</b>	* Identify connections, with assistance, between	* Identify connections between	* Identify relevant connections between	Identify and explain relevant connections between	Identify and explain relevant connections between	Compare, contrast and analyze connections between	Compare, contrast and analyze connections:	Compare, contrast and analyze connections:
		a. text to text (text ideas -- similarities and differences in fiction and non-fiction works)	a. text to text (text ideas -- similarities and differences in various fiction and non-fiction works, with assistance)	a. text to text (text ideas -- similarities and differences in information and relationships in various fiction and non-fiction works)	a. text to text (text ideas --- information and relationships in various fiction and non-fiction works-- compare and contrast)	a. text to text (text ideas --- information and relationships in various fiction and non-fiction works-- compare and contrast)	a. text to text (text ideas --- information and relationships in various fiction and non-fiction works)	a. text to text (information and relationships in various fiction and non-fiction works)	a. text to text (information and relationships in various fiction and non-fiction works)
		b. text to self (text ideas and own experiences)	b. text to self (text ideas and own experiences)	b. text to self (text ideas and own experiences)	*b. text to self (text ideas and own experiences)	*b. text to self (text ideas and own experiences)	*b. text to self (text ideas and own experiences)	*b. text to self (text ideas and own experiences)	*b. text to self (text ideas and own experiences)
			c. text to world (text ideas and the world, with assistance)	*c. text to world (text ideas and the world)	*c. text to world (text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame)	*c. text to world (text ideas and the world by responding to literature that reflects a culture and historic time frame)	*c. text to world (text ideas and the world by identifying how literature reflects a culture and historic time frame)	*c. text to world (text ideas and the world by identifying how literature reflects a culture and historic time frame)	*c. text to world (text ideas and the world by identifying how literature reflects a culture and historic time frame)
<b>DOK</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>ST</b>	<b>CA2, 3, 7, 1.5, 1.6, 1.9</b>	<b>CA2, 3, 7, 1.5, 1.6, 1.9</b>	<b>CA2, 3, 7, 1.5, 1.6, 1.9</b>	<b>CA2, 3, 7, 1.5, 1.6, 1.9</b>	<b>CA2, 3, 7, 1.5, 1.6, 1.9</b>	<b>CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5</b>	<b>CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5</b>	<b>CA2, 3, 7, 1.5, 1.6, 1.9, 3.5</b>	<b>CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5</b>

# Reading

<b>2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times</b>									
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>A</b> <b>Text Features</b>	* Use details from text, with assistance, to a. locate names of author and illustrator and apply information in title and pictures b.	* Use details from text to a. locate names of author and illustrator b. apply information in title and pictures	* Use details from text to locate and apply information in title, pictures and table of contents	Use grade level text to a. locate and apply information in title, table of contents and glossary b. locate and recognize the text features of fiction, poetry and drama	Use grade level text to a. locate, interpret and apply information in title, table of contents and glossary b. locate and recognize the text features of fiction, poetry and drama	Use grade level text to a. locate, interpret and apply information in title, table of contents and glossary b. locate and recognize the text features of fiction, poetry and drama	Use grade level text to a. interpret and analyze information in title b. recognize and interpret the text features of fiction, poetry and drama	Use grade level text to a. interpret and analyze information in title b. recognize and interpret the text features of fiction, poetry and drama	Use grade level text to a. interpret and analyze information in title b. recognize and interpret the text features of fiction, poetry and drama
	<b>DOK</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>ST</b>	<b>CA 2, 1.5, 1.6</b>	<b>CA 2, 1.5, 1.6</b>	<b>CA 2, 1.5, 1.6</b>	<b>CA 2, 1.5, 2.4, 1.6</b>	<b>CA 2, 1.5, 2.4, 1.6</b>	<b>CA 2, 1.5, 2.4, 1.6</b>	<b>CA 2, 1.5, 1.6, 2.4, 3.5</b>	<b>CA 2, 1.5, 1.6, 2.4, 3.5</b>	<b>CA 2, 1.5, 1.6, 2.4, 3.5</b>
<b>B</b> <b>Literary Techniques</b>	* Participate in read-aloud experiences involving rhythm, rhyme, alliteration, and repeating line or phrase	* Recognize rhythm, rhyme and alliteration in read-aloud experiences and independent reading	* Identify examples of rhythm, rhyme and alliteration	Identify and/or explain examples of sensory details, sound devices, and figurative language in text along with basic literary techniques	Identify and/or explain examples of sensory details, sound devices, and figurative language in text along with basic literary techniques	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. simile b. metaphor c. personification d. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. onomatopoeia b. alliteration c. idiom d. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. hyperbole b. imagery c. propaganda d. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. jargon b. dialect c. slang d. symbolism e. analyze literary techniques previously introduced
	<b>DOK</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>ST</b>	<b>CA 2, 1.5, 1.6</b>	<b>CA 2, 1.5, 1.6</b>	<b>CA 2, 1.5, 1.6</b>	<b>CA 2, 1.5, 1.6, 2.4</b>	<b>CA 2, 1.5, 1.6, 2.4</b>	<b>CA 2, 1.5, 1.6, 2.4</b>	<b>CA 2, 1.5, 1.6, 2.4, 3.5</b>	<b>CA 2, 1.5, 1.6, 2.4, 3.5</b>	<b>CA 2, 1.5, 1.6, 2.4, 3.5</b>

# Reading

<b>2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times</b>										
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	
<b>C</b>	<b>Literary Elements</b>	* Use details from text to identify story elements in shared reading and read-alouds with assistance: a. main characters b. problem(s)/events c. setting	* Use details from text in independent reading and read-alouds to identify a. characters b. problem c. events in logical sequence d. solutions e. setting	* Use details from text to a. make basic inferences b. predict solution(s) c. identify events in logical sequence d. identify settings, characters, and problems	Use details from text to a. demonstrate comprehension skills on previously introduced b. make inferences c. compare and contrast d. identify cause and effect e. identify the narrator f. identify events from the beginning, middle and end g. identify author's purpose h. identify settings, character traits, and problems and solutions	Use details from text to a. demonstrate comprehension skills on previously introduced b. make inferences c. compare and contrast d. identify cause and effect e. identify author's purpose f. identify setting, character traits, problems and solutions, and story events	Use details from text to a. demonstrate comprehension skills on previously introduced b. make inferences c. compare and contrast d. identify and explain cause and effect e. explain author's purpose f. identify setting, character traits, problems and solutions, and story events	Use details from text to a. demonstrate comprehension skills on previously introduced b. identify plot, including problem/conflict, climax, and resolution c. analyze the influence of setting on characters and plot d. explain cause and effect e. identify point of view f. identify <b>author's</b> viewpoint/perspective g. identify the problem-solving processes of characters h. explain the effectiveness of solutions *i. make inferences	Use details from text to a. demonstrate comprehension skills on previously introduced b. identify plot and sub-plot, mood, flashback, theme and types of conflict c. analyze cause and effect d. identify and explain point of view e. identify and explain <b>author's</b> viewpoint/perspective f. evaluate the problem-solving processes of characters g. evaluate the effectiveness of solutions *h. make inferences	Use details from text to a. demonstrate comprehension skills on previously introduced b. identify and explain flashback, mood and theme c. analyze point of view d. analyze <b>author's</b> viewpoint/perspective e. determine how an incident foreshadows a future event f. interpret behaviors, motives, and consequences of <b>characters'</b> actions g. evaluate problem-solving processes of characters h. evaluate effectiveness of solutions *i. make inferences
		<b>DOK</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>ST</b>	CA 2, 1.5, 1.6, 3.1, 3.5, 2.4	CA 2, 1.5, 1.6, 3.1, 3.5, 2.4	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8

# Reading

<b>3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times</b>										
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	
<b>A</b>	<b>Text Features</b>	* Develop an awareness that text and pictures provide information	* Identify and explain information in text, pictures, title and charts	* Locate and interpret information in illustrations, title, headings, captions, diagrams, charts and graphs	Locate and interpret key information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps to comprehend text	Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas	a. Identify and explain text features in biography and autobiography b. Analyze text features to clarify meaning, emphasizing newspapers and magazines	Explain and analyze text features to clarify meaning, emphasizing consumer texts	Explain, analyze and evaluate the author's use of text features to clarify meaning
		<b>DOK</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>ST</b>	<b>CA 3, 1.5, 1.6</b>	<b>CA 3, 1.5, 1.6</b>	<b>CA 3, 1.5, 1.6</b>	<b>CA 3, 1.5, 1.6, 2.4, 3.5</b>	<b>CA 3, 1.5, 1.6, 2.4, 3.5</b>	<b>CA 3, 1.5, 1.6, 2.4, 3.5</b>	<b>CA 3, 1.5, 1.6, 2.4, 3.5</b>	<b>CA 3, 1.5, 1.6, 2.4, 3.5</b>	<b>CA 3, 1.5, 1.6, 2.4, 3.5</b>	<b>CA 3, 1.5, 1.6, 2.4, 3.5</b>
<b>B</b>	<b>Literary Techniques</b>	* Respond to examples of sensory details within the context of nonfiction text with assistance	* Recognize examples of sensory details in nonfiction text with assistance	* Explain examples of sensory details in nonfiction text	Identify and/or explain examples of sensory details, sound devices, and figurative language in text along with basic literary techniques	Identify and/or explain examples of sensory details, sound devices, and figurative language in text along with basic literary techniques	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. simile b. metaphor c. personification d. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. onomatopoeia b. alliteration c. idiom d. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. hyperbole b. imagery c. propaganda d. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. jargon b. dialect c. slang d. symbolism e. analyze literary techniques previously introduced
		<b>DOK</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>ST</b>	<b>CA 3, 1.5, 1.6</b>	<b>CA 3, 1.5, 1.6</b>	<b>CA 3, 1.5, 1.6</b>	<b>CA 3, 1.5, 1.6</b>	<b>CA 3, 1.5, 1.6</b>	<b>CA 3, 1.5, 1.6</b>	<b>CA 3, 1.5, 1.6</b>	<b>CA 3, 1.5, 1.6</b>	<b>CA 3, 1.5, 1.6</b>	<b>CA 3, 1.5, 1.6</b>

# Reading

## 3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>C</b>	* In response to text and with assistance, a. ask questions to clarify meaning b. answer questions c. recognize important information and identify supporting details	* Use details from text to a. demonstrate comprehension skills previously introduced b. clarify meaning c. answer questions d. identify main ideas e. identify supporting details	* Use details from text to a. demonstrate comprehension skills previously introduced b. ask questions to clarify meaning c. answer questions d. identify main ideas and provide support e. retell sequence of events f. make basic inferences g. identify problems and solutions	Use details from text to a. demonstrate comprehension skills previously introduced b. answer questions c. explain main idea and supporting details d. sequence events e. identify simple cause and effect f. draw conclusions g. compare and contrast h. make inferences i. identify author's purpose for writing text j. identify problems and solutions	Use details from text to a. demonstrate comprehension skills previously introduced b. explain main idea and supporting details c. sequence events d. identify cause and effect e. draw conclusions f. compare and contrast g. make predictions h. make inferences i. distinguish between fact and opinion j. identify and explain author's purpose k. identify problems and solutions	Use details from text to a. demonstrate comprehension skills previously introduced b. explain main idea and supporting details c. sequence events d. identify and explain cause and effect e. compare and contrast f. make predictions g. make inferences h. evaluate the accuracy of the information i. identify and interpret author's ideas and purpose j. identify problems and solutions	Use details from text to a. demonstrate comprehension skills previously introduced b. paraphrase author's stated ideas c. make predictions d. make inferences e. evaluate the accuracy of the information f. sequence events g. compare and contrast h. identify point of view i. determine and/or compare authors' viewpoints j. identify and explain cause and effect k. identify problem solving processes and explain the effectiveness of solutions l. analyze two or more texts	Use details from text to a. demonstrate comprehension skills previously introduced b. summarize author's ideas c. make predictions d. make inferences e. evaluate the accuracy of the information f. sequence events g. compare and contrast h. identify and explain point of view i. determine and/or compare authors' viewpoints j. identify and explain cause and effect k. identify problem solving processes and explain the effectiveness of solutions l. analyze two or more texts	Use details from text to a. demonstrate comprehension skills previously introduced b. evaluate adequacy of evidence presented by author c. determine author's purpose based on text analysis d. compare and contrast e. determine importance of information f. analyze point of view g. determine author's viewpoints h. identify problem solving processes and explain effectiveness of solutions i. determine importance of information j. analyze word choice and connotation k. analyze organizational effectiveness l. analyze accuracy of information
<b>Text Structures</b>									
<b>DOK</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>ST</b>	<b>CA 3, 1.5, 1.6, 3.5</b>	<b>CA 3, 1.5, 1.6, 3.5</b>	<b>CA3 1.5, 1.6, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8</b>	<b>CA 3, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8</b>	<b>CA 3, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8</b>	<b>CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8</b>	<b>CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8</b>	<b>CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8</b>	<b>CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8</b>

# Reading

<b>3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times</b>									
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>D</b>	* Follow simple pictorial/written direction, with assistance	* Read and follow a simple direction to perform a task	* Read and follow simple directions to perform a task	* Read and follow two- and three-step directions to complete a simple task	* Read and follow three- and four-step directions to complete a task	* Read and follow multi-step directions to complete a task	* Read and follow multi-step directions to complete a complex task	* Read and follow multi-step directions to a complete a complex task	* Read and follow multi-step directions to complete a complex task
<b>Understanding Directions</b>									
<b>DOK</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>ST</b>	<b>CA 3, 1.5, 1.6</b>	<b>CA 3, 1.5, 1.6</b>	<b>CA 3, 1.5, 1.6</b>	<b>CA 3, 1.5, 1.6</b>	<b>CA 3, 1.5, 1.6</b>	<b>CA 3, 1.5, 1.6</b>	<b>CA 3, 1.5, 1.6</b>	<b>CA 3, 1.5, 1.6</b>	<b>CA 3, 1.5, 1.6</b>

# Writing

<b>1 Apply a writing process in composing text</b>									
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>A</b>	* Follow a writing process with assistance to a. generate a writing plan through pictures, oral language, or written letters and/or words b. compose text through letters, words, and pictures c. reread writing with assistance	* Follow a writing process to a. brainstorm and record ideas in written form b. generate a draft in written form on student-selected topic c. reread writing d. revise writing to clarify meaning and enhance descriptions (such as, describing words, relevant details) e. edit for conventions (refer to W2E) with assistance f. publish writing with assistance	* Follow a writing process to a. use a simple strategy in prewriting when appropriate b. compose a draft in written form on student-selected topic c. reread and revise for audience and purpose, ideas and content, organization and sentence structure, and word choice, with assistance (refer to W2A, W2B, W2C, W2D) d. edit for conventions (refer to W2E) with assistance e. share writing	Follow a writing process to a. independently use a simple pre-writing strategy b. generate a draft c. reread and revise work for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) d. edit for conventions (refer to W2E) *e. share writing	Follow a writing process to a. independently use a simple prewriting strategy b. generate a draft c. reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) d. edit for conventions (refer to W2E) *e. share writing	Follow a writing process to a. use a prewriting strategy b. generate a draft c. reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) d. edit for conventions (refer to W2E) *e. share writing	Follow a writing process to a. use appropriate pre-writing strategies b. generate a draft c. reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) d. edit for conventions (refer to W2E) *e. share writing	Follow a writing process to a. use appropriate prewriting strategies as needed b. generate a draft c. reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) d. edit for conventions (refer to W2E) *e. share writing	Follow a writing process to: a. use appropriate prewriting strategies as needed b. generate a draft c. reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) d. edit for conventions (refer to W2E) *e. share writing
<b>Writing Process</b>									
<b>DOK</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>ST</b>	<b>CA 1, CA 4, 1.8, 2.1, 2.2</b>	<b>CA 1, CA 4, 1.8, 2.1, 2.2</b>	<b>CA 1, CA 4, 1.8, 2.1, 2.2</b>	<b>CA 1, CA 4, 1.8, 2.1, 2.2</b>	<b>CA 1, CA 4, 1.8, 2.1, 2.2</b>	<b>CA 1, CA 4, 1.8, 2.1, 2.2</b>	<b>CA 1, CA 4, 1.8, 2.1, 2.2</b>	<b>CA 1, CA 4, 1.8, 2.1, 2.2</b>	<b>CA 1, CA 4, 1.8, 2.1, 2.2</b>

# Writing

<b>2 Compose well-developed text</b>									
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>A</b> <b>Audience and purpose</b>	* Recognize different audiences for writing	* Recognize audience and purpose with assistance	* Compose text showing awareness of audience	Compose text a. showing awareness of audience b. in a format appropriate to audience and purpose	Compose text a. showing awareness of audience b. in a format appropriate to audience and purpose	Compose text a. showing awareness of audience b. in a format appropriate to audience and purpose	Compose text a. showing awareness of audience b. choosing a form appropriate to topic and specific audience	Compose text a. showing awareness of audience b. choosing a form appropriate to topic and specific audience	Compose text a. showing awareness of audience b. choosing a form and point of view appropriate to purpose and audience
	<b>DOK</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>ST</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>
<b>B</b> <b>Ideas and Content</b>	* Compose text using pictures and words with ideas that relate to a topic, with assistance	* Compose text using pictures and words with ideas that relate to a topic, with assistance	* Compose text with a. a clear controlling idea b. relevant details/examples, with assistance	Compose text with a. a clear controlling idea b. relevant details /examples	Compose text with a. a clear controlling idea b. relevant details /examples	Compose text with a. strong, controlling idea b. relevant, specific details	Compose text with a. strong, controlling idea b. relevant, specific details	Compose text with a. strong, controlling idea b. relevant, specific details	Compose text with a. strong controlling idea b. relevant, specific details c. complex ideas d. freshness of thought
	<b>DOK</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>ST</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>	<b>CA 4, 2.1</b>

# Writing

2 Compose well-developed text									
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>C</b>  <b>Organization and Sentence Structure</b>	* Compose text with assistance	* Compose text a. with a simple opening and simple closing b. with complete sentences or thoughts	* Compose text with a. evidence of beginning, middle and end b. complete sentences or thoughts (declarative and interrogative)	Compose text with a. a beginning, middle and end b. sentence variety (including imperative and exclamatory)	Compose text with a. a beginning, middle, and end b. a logical sequence of events c. sentence variety	Compose text with a. a clear beginning, middle, and end b. a logical sequence of events c. evidence of paragraphing d. sentence variety	Compose text with a. a clear, beginning, middle, and end b. a logical sequence of events c. appropriate paragraphing d. a variety of sentence structures, including simple and compound	Compose text with a. an effective beginning, middle, and end b. a logical order c. appropriate paragraphing d. a variety of sentence structures, including complex sentences e. cohesive devices, especially transitions	Compose text with a. an effective beginning, middle, and end b. a logical order c. effective paragraphing d. a variety of sentence structures, including compound-complex sentences e. cohesive devices, including transitions, repetition, pronoun antecedent, and parallel structure
	<b>DOK</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>ST</b>	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1
<b>D</b>  <b>Word Choice</b>	* Compose text using words that are related to the topic	* Compose text using words that are related to the topic, and, with assistance, some words that are specific and accurate	* Compose text using words that are related to the topic, and some words that are specific and accurate	Compose text using words that are related to the topic, and some words that are specific and accurate	Compose text using a. words that are specific, accurate, and suited to the topic b. sensory detail	Compose text using a. words that are specific, accurate, and suited to the topic b. writing techniques, such as sensory detail and purposeful dialogue	Compose text using a. precise and vivid language b. writing techniques, such as figurative language, sensory detail, and purposeful dialogue	Compose text using a. precise and vivid language b. writing techniques, such as figurative language, sensory detail and purposeful dialogue	Compose text using a. precise and vivid language b. writing techniques such as figurative language, sensory detail and purposeful dialogue
	<b>DOK</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>ST</b>	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1

# Writing

<b>2 Compose well-developed text</b>									
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>E</b>	<p>* In written text</p> <p>a. form letters using correct pathway of movement (letter formation)</p> <p>b. capitalize first letters of own first and last name</p> <p>c. use ending punctuation in written text, with assistance</p> <p>d. use correct spelling of own first and last names, semi-phonetic spelling, spelling strategies</p> <p>e. write legibly</p>	<p>* In written text</p> <p>a. print all letters legibly, using correct pathway of movement, and appropriate spacing between letters and words</p> <p>b. capitalize names of people and beginning words of sentences</p> <p>c. use a period at end of sentence and a comma in the greeting and closing of a letter</p> <p>d. use naming words (nouns) and action words (verbs) correctly</p> <p>e. spell words with simple patterns and high frequency words correctly</p> <p>f. use phonetic spelling, classroom resources to verify correct spelling, and spelling strategies</p> <p>g. write legibly</p>	<p>* In written text</p> <p>a. space correctly between letters and words</p> <p>b. capitalize days of week, names of towns, cities, states</p> <p>c. use correct ending punctuation in declarative and interrogative sentences, comma in dates, and comma in the greeting and closing of a letter</p> <p>d. correctly use describing words (adjectives) and substitute pronouns for nouns</p> <p>e. spell words with simple patterns and high-frequency words correctly</p> <p>f. use transitional spelling, classroom resources, especially dictionary, and spelling strategies</p> <p>g. write legibly</p>	<p>In written text</p> <p>a. space correctly between words in a sentence and in margins</p> <p>b. capitalize months of year, titles of individuals, greeting and closing of letter</p> <p>c. use correct ending punctuation in imperative and exclamatory sentences</p> <p>d. correctly use verbs that agree with the subject, and comparative and superlative forms of adverbs and adjectives</p> <p>e. correctly spell simple compounds, homophones, contractions and words with affixes</p> <p>f. use standard spelling and classroom resources, including dictionary, to edit for correct spelling</p> <p>*g. write legibly</p>	<p>In written text</p> <p>a. capitalize holidays, names of counties and countries</p> <p>b. use commas in a series, and between city and state</p> <p>c. use apostrophe in contractions and singular possessives, with assistance</p> <p>d. correctly use verbs that agree with compound subject, and conjunctions</p> <p>e. use standard spelling and classroom resources, including dictionary, to edit for correct spelling</p> <p>*f. write legibly</p>	<p>In written text</p> <p>a. capitalize titles and proper nouns</p> <p>b. use comma in compound sentences</p> <p>c. use apostrophe in singular possessives, and proper punctuation in titles with assistance</p> <p>d. use correct verb tense and subject/verb agreement</p> <p>e. use correct spelling of simple compounds, homophones, contractions and words with affixes</p> <p>f. use standard spelling, classroom resources, including dictionary, to edit for correct spelling</p> <p>*g. write legibly</p>	<p>In written text</p> <p>a. capitalize proper adjectives, appropriate words in dialogue with assistance</p> <p>b. use comma in compound sentences</p> <p>c. use apostrophe in irregular and plural possessives, quotation marks in dialogue, with assistance</p> <p>d. punctuate prepositional phrases and appositives correctly</p> <p>e. use standard spelling, classroom resources, including dictionary, to edit for correct spelling</p> <p>*f. write legibly</p>	<p>In written text</p> <p>a. capitalize within dialogue</p> <p>b. use commas and quotation marks in dialogue, and semi-colon in compound sentences</p> <p>c. use correct agreement of pronoun and antecedent, and consistent verb tense</p> <p>d. use standard spelling, classroom resources, including dictionary, to edit for correct spelling</p> <p>*e. write legibly</p>	<p>In written text</p> <p>a. use conventions of capitalization, use colon to introduce lists</p> <p>b. use correct pronoun case</p> <p>c. use dictionary, spell-check and other resources to edit for correct spelling</p> <p>*e. write legibly</p>
<b>DOK</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>ST</b>	<b>CA 1, 2.2</b>	<b>CA 1, 2.2</b>	<b>CA 1, 2.2</b>	<b>CA 1, 2.2</b>	<b>CA 1, 2.2</b>	<b>CA 1, 2.2</b>	<b>CA 1, 2.2</b>	<b>CA 1, 2.2</b>	<b>CA 1, 2.2</b>

# Writing

<b>3 Write effectively in various forms and types of writing</b>									
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>A</b>	<p>*a. Plan and write stories and ideas (through pictures and words) using narrative, descriptive, expository, and/or persuasive features</p> <p>*b. Recognize different kinds of writing (e.g., thank-you notes, friendly letters, lists, poems, invitations)</p>	<p>*a. Use narrative, descriptive, expository, and/or persuasive features</p> <p>*b. Recognize different forms of written communication (e.g., thank-you notes, friendly letters, lists, poems, invitations)</p>	<p>Compose</p> <p>*a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features</p> <p>*b. thank-you notes, friendly letters, lists, invitations</p>	<p>Compose</p> <p>a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features</p> <p>b. text emphasizing the format of diary/journal entries and friendly letters</p>	<p>Compose</p> <p>a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features</p> <p>b. text using an appropriate format</p>	<p>Compose a variety of texts,</p> <p>a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features</p> <p>b. selecting and using an appropriate format</p> <p>c. including a summary (narrative or informational)</p>	<p>Compose a variety of texts,</p> <p>a. using narrative, descriptive, expository, and/or persuasive features</p> <p>b. including a summary (narrative or informational)</p>	<p>Compose a variety of texts,</p> <p>a. using narrative, descriptive, expository, and/or persuasive features</p> <p>b. including a summary</p> <p>c. responding to literature</p>	<p>Compose a variety of texts,</p> <p>a. using narrative, descriptive, expository, and/or persuasive features</p> <p>b. in various formats, including workplace communication (e.g., business letter with a correctly addressed envelope, email communications)</p> <p>c. including summary</p> <p>d. including literature response</p>
<b>DOK</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>ST</b>	<b>CA 4, 1.8, 2.1</b>	<b>CA 4, 1.8, 2.1</b>	<b>CA 4, 1.8, 2.1</b>	<b>CA 4, 1.8, 2.1</b>	<b>CA 4, 1.8, 2.1</b>	<b>CA 4, 1.8, 2.1</b>	<b>CA 4, 1.8, 2.1</b>	<b>CA 4, 1.8, 2.1</b>	<b>CA 4, 1.8, 2.1, 2.6, 4.8</b>

# Listening and Speaking

<b>1 Develop and apply effective listening skills and strategies</b>									
	<b>GRADE K</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 6</b>	<b>GRADE 7</b>	<b>GRADE 8</b>
<b>A</b>	Listen	Listen	Listen	Listen	Listen	Listen	Listen	Listen	Listen
	<ul style="list-style-type: none"> <li>• for enjoyment</li> <li>• for information</li> <li>• for simple directions, with teacher assistance</li> </ul>	<ul style="list-style-type: none"> <li>• for enjoyment</li> <li>• for information</li> <li>• for simple directions to follow</li> </ul>	<ul style="list-style-type: none"> <li>• for enjoyment</li> <li>• for information</li> <li>• to solve problems</li> <li>• for directions to complete a simple task</li> </ul>	<ul style="list-style-type: none"> <li>• for enjoyment</li> <li>• for information</li> <li>• to distinguish fact from opinion</li> <li>• for directions to complete a two- or three-step task</li> </ul>	<ul style="list-style-type: none"> <li>• for enjoyment</li> <li>• for information</li> <li>• for directions</li> <li>• to identify tone, mood and emotion of verbal and nonverbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• for enjoyment</li> <li>• for information</li> <li>• for directions</li> <li>• to identify and interpret tone, mood and emotion of verbal and nonverbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• for enjoyment</li> <li>• for information</li> <li>• for directions</li> <li>• to identify tone, mood and emotion of verbal and nonverbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• for enjoyment</li> <li>• for information</li> <li>• for directions</li> <li>• critically to recognize and interpret propaganda techniques</li> </ul>	<ul style="list-style-type: none"> <li>• for enjoyment</li> <li>• for information</li> <li>• for directions</li> <li>• and use clarifying strategies for understanding (e.g., questioning, summarizing and paraphrasing) to recognize how colloquialisms and jargon reflect context, regions and cultures</li> </ul>
<b>ST</b>	<b>CA 5, 6 1.5, 1.6, 1.10</b>	<b>CA 5, 6 1.5, 1.6, 1.10</b>	<b>CA 5, 6 1.5, 1.6, 1.10</b>	<b>CA 5, 6 1.5, 1.6, 1.10</b>	<b>CA 5, 6 1.5, 1.6, 1.10</b>	<b>CA 5, 6 1.5, 1.6, 1.10</b>	<b>CA 5, 6 1.5, 1.6, 1.10</b>	<b>CA 5, 6 1.5, 1.6, 1.10</b>	<b>CA 5, 6 1.5, 1.6, 1.10</b>
FR	I 1f, II 5b, III 1b, K-4	I 1f, II 5b, III 1b, K-4	I 1f, II 5b, III 1b, K-4	I 1f, II 5b, III 1b, K-4	I 1f, II 5b, III 1b, K-4	II 5b, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8	II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8	II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8	II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8
<b>B</b>	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions) with teacher assistance	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact) with teacher assistance	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)
	<ul style="list-style-type: none"> <li>• for enjoyment</li> <li>• for information</li> <li>• for simple directions, with teacher assistance</li> </ul>	<ul style="list-style-type: none"> <li>• for enjoyment</li> <li>• for information</li> <li>• for simple directions to follow</li> </ul>	<ul style="list-style-type: none"> <li>• for enjoyment</li> <li>• for information</li> <li>• to solve problems</li> <li>• for directions to complete a simple task</li> </ul>	<ul style="list-style-type: none"> <li>• for enjoyment</li> <li>• for information</li> <li>• to distinguish fact from opinion</li> <li>• for directions to complete a two- or three-step task</li> </ul>	<ul style="list-style-type: none"> <li>• for enjoyment</li> <li>• for information</li> <li>• for directions</li> <li>• to identify tone, mood and emotion of verbal and nonverbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• for enjoyment</li> <li>• for information</li> <li>• for directions</li> <li>• to identify and interpret tone, mood and emotion of verbal and nonverbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• for enjoyment</li> <li>• for information</li> <li>• for directions</li> <li>• to identify tone, mood and emotion of verbal and nonverbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• for enjoyment</li> <li>• for information</li> <li>• for directions</li> <li>• critically to recognize and interpret propaganda techniques</li> </ul>	<ul style="list-style-type: none"> <li>• for enjoyment</li> <li>• for information</li> <li>• for directions</li> <li>• and use clarifying strategies for understanding (e.g., questioning, summarizing and paraphrasing) to recognize how colloquialisms and jargon reflect context, regions and cultures</li> </ul>
<b>ST</b>	<b>CA 5, 6 1.5</b>	<b>CA 5, 6 1.5</b>	<b>CA 5, 6 1.5</b>	<b>CA 5, 6 1.5</b>	<b>CA 5, 6 1.5</b>	<b>CA 5, 6 1.5</b>	<b>CA 5, 6 1.5</b>	<b>CA 5, 6 1.5</b>	<b>CA 5, 6 1.5</b>
FR	I 2h, IV 1d, K-4	I 2h, IV 1d, K-4	I 2h, IV 1d, K-4	I 2h, IV 1d, K-4	I 2h, IV 1d, K-4	II 5b, III 1c, IV 1e, 5-8	II 5b, III 1c, IV 1e, 5-8	II 5b, III 1c, IV 1e, 5-8	II 5b, III 1c, IV 1e, 5-8

## Listening and Speaking

2 Develop and apply effective speaking skills and strategies for various audiences and purposes									
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>A</b>	When sharing ideas or experiences • speak audibly • use age-appropriate vocabulary	Speak clearly when sharing ideas and asking questions in small and large groups	Speak at an appropriate volume and maintain a clear focus when sharing ideas	Speak clearly, stay on topic and use appropriate volume and pace when sharing ideas	In discussions and presentations, • present ideas in a logical sequence • identify and apply appropriate speaking techniques such as volume control, pace and eye contact	In discussions and presentations, • give organized presentations that demonstrate a clear viewpoint • select and use appropriate public speaking techniques such as rate, pace and enunciation	In discussions and presentations, • speak clearly and stay on topic • use appropriate volume, tone of voice, rate of speech, fluency/ inflections and eye contact	In discussions and presentations, use • designated time constraints • media • organized notes	In discussions and presentations, • use appropriate body language • incorporate media or technology respond to questions
	<b>Discussion and Presentation</b>								
<b>ST</b>	<b>CA 1, 6 2.1, 2.3</b>	<b>CA 1, 6 2.1, 2.3</b>	<b>CA 1, 6 2.1, 2.3</b>	<b>CA 1, 6 2.1, 2.3</b>	<b>CA 1, 6 2.1, 2.3, 4.6</b>	<b>CA 1, 6 2.1, 2.3, 4.6</b>	<b>CA 1, 6 2.1, 2.3, 4.6</b>	<b>CA 1, 6 2.1, 2.3, 4.6</b>	<b>CA 1, 6 2.1, 2.3, 4.6</b>
<b>FR</b>	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1d, 3a, c, f, 5-8	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8
<b>B</b>	Give simple oral directions with teacher assistance	Give simple oral directions	Give clear oral directions to complete a simple task	Give clear two- and three-step oral directions to complete a simple task	Give clear and concise three- and four-step oral directions to complete a task	Give clear and concise multi-step oral directions to complete a task	Give clear and concise multi-step oral directions to complete a complex task	Give clear and concise multi-step oral directions to complete a complex task	Give clear and concise multi-step oral directions to complete a complex task
	<b>Giving Directions</b>								
<b>ST</b>	<b>CA 1, 6 2.1, 2.3</b>	<b>CA 1, 6 2.1, 2.3</b>	<b>CA 1, 6 2.1, 2.3</b>	<b>CA 1, 6 2.1, 2.3</b>	<b>CA 1, 6 2.1, 2.3</b>	<b>CA 1, 6 2.1, 2.3</b>	<b>CA 1, 6 2.1, 2.3</b>	<b>CA 1, 6 2.1, 2.3</b>	<b>CA 1, 6 2.1, 2.3</b>
<b>FR</b>	I 6e, K-4	I 6e, K-4	I 6e, K-4	I 6e, K-4	I 6e, K-4	II 6d, IV 1d, 5-8	II 6d, IV 1d, 5-8	II 6d, IV 1d, 5-8	II 6d, IV 1d, 5-8

# Information Literacy – UNDER REVISION

<b>1 Develop and apply effective research process skills to gather, analyze and evaluate information</b>									
	<b>GRADE K</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADES 4</b>	<b>GRADE 5</b>	<b>GRADE 6</b>	<b>GRADE 7</b>	<b>GRADE 8</b>
<b>A</b>	Develop awareness of resources on topics of interest	Find resources on topics of interest, with assistance	Formulate keywords and questions, with assistance, to locate resources on topics of interest	Formulate keywords and questions to investigate topics	Formulate and research keywords and questions to establish a focus and purpose for inquiry	Develop research questions in order to establish a focus and purpose for a project	Develop questions and statements of purpose to guide research	Develop a research plan, with assistance, to guide investigation and research of focus questions	Develop a research plan to guide investigation and research of focus questions
<b>Research Plan</b>									
<b>ST</b>	<b>CA 2, 3 1.1, 1.2</b>	<b>CA 2, 3 1.1, 1.4</b>	<b>CA 2, 3 1.1, 1.4</b>	<b>CA 2, 3 1.1, 1.4</b>	<b>CA 2, 3 1.1, 1.4</b>	<b>CA 2, 3 1.1, 1.4</b>	<b>CA 2, 3 1.1, 1.4</b>	<b>CA 2, 3 1.1, 1.4, 4.5</b>	<b>CA 2, 3 1.1, 1.4, 4.5</b>
<b>FR</b>	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, III 1b, I, IV 2e, 5-8	I 2a, III 1b, I, IV 2e, 5-8	I 2a, III 1b, I, IV 2e, 5-8	I 2a, III 1b, I, IV 2e, 5-8
<b>B</b>			Locate information on keywords and questions in provided resources, with assistance	Locate information on keywords in provided resources	Locate and use various resources to find information on keywords and questions	Locate and use various resources to acquire information to answer questions	Locate and use multiple resources to <ul style="list-style-type: none"> <li>• acquire information</li> <li>• answer questions</li> <li>• support purpose</li> </ul>	Locate and use multiple resources to <ul style="list-style-type: none"> <li>• acquire relevant information</li> <li>• evaluate reliability of information</li> <li>• fulfill research plan</li> </ul>	Locate and use primary and secondary sources to <ul style="list-style-type: none"> <li>• investigate research topics</li> <li>• acquire relevant information evaluate reliability of information</li> </ul>
<b>Acquire Information</b>									
<b>ST</b>			<b>CA 2, 3 1.2, 1.4</b>	<b>CA 2, 3 1.2, 1.4, 1.6</b>	<b>CA 2, 3 1.2, 1.4, 1.6</b>	<b>CA 2, 3 1.2, 1.4, 1.7</b>	<b>CA 2, 3 1.2, 1.4, 1.7</b>	<b>CA 2, 3 1.2, 1.4, 1.7</b>	<b>CA 2, 3 1.2, 1.4, 1.7</b>
<b>FR</b>			I 2b-c & e-f, 3f, III 1e, K-4	I 2b-c & e-f, 3f, III 1e, K-4	I 2b-c & e-f, 3f, III 1e, K-4	I 2b-c, e, 3f, III 1d, IV 1g, 5-8	I 2b-c, e, 3f, III 1d, IV 1g, 5-8	I 2b-c, e, 3f, III 1d, IV 1g, 5-8	I 2b-c, e, 3f, III 1d, IV 1g, 5-8
<b>C</b>				Use resources to <ol style="list-style-type: none"> <li>a. identify relevant information</li> <li>b. record main ideas and important details in own words</li> <li>c. record information using organizational strategies</li> </ol>	Use resources to <ol style="list-style-type: none"> <li>a. identify relevant information</li> <li>b. record main ideas and important details in own words</li> <li>c. record information using organizational strategies</li> </ol>	Use a specified note-taking format and organizational strategies to record relevant information	Record relevant information using a variety of note-taking and organizational strategies	Record relevant information using a variety of note-taking and organizational strategies	Record relevant information using a self-selected note-taking or organizational strategy
<b>Record Information</b>									
<b>ST</b>				<b>CA 2, 3, 4, 1.2, 1.8, 2.1</b>	<b>CA 2, 3, 4, 1.2, 1.8, 2.1</b>	<b>CA 2, 3, 4, 1.2, 1.8, 2.1</b>	<b>CA 2, 3, 4, 1.2, 1.8, 2.1</b>	<b>CA 2, 3, 4, 1.2, 1.8, 2.1</b>	<b>CA 2, 3, 4, 1.2, 1.8, 2.1</b>
<b>FR</b>				I 3f, IV 1e, K-4	I 3f, IV 1e, K-4	I 3d, 5-8	I 3d, 5-8	I 3d, 5-8	I 3d, 5-8

## Information Literacy – UNDER REVISION

<b>D</b>	Develop awareness, through discussion, that credit is to be <b>given for others’</b> ideas, images and information, with assistance	Give credit, through discussion, for <b>others’ ideas,</b> images and information, with assistance	Give credit, through discussion, for <b>others’ ideas,</b> images and information	Informally give <b>credit for others’</b> ideas, images and information found in various resources	Informally give <b>credit for others’</b> ideas, images and information found in various resources	Give credit for <b>others’ ideas,</b> images and information by listing sources used in research	Define “ <b>plagiarism</b> ” and document research sources	Document research sources using a given citation format	Document research sources using a given citation format
<b>Sources Consulted</b>									
<b>ST</b>	<b>CA 4 1.4, 1.7, 1.8, 2.3, 4.4</b>	<b>CA 4 1.4, 1.7, 1.8, 2.3, 4.4</b>	<b>CA 4 1.4, 1.7, 1.8, 2.3, 4.4</b>	<b>CA 4 1.4, 1.7, 1.8, 2.3, 4.4</b>	<b>CA 4 1.4, 1.7, 1.8, 2.3, 4.4</b>	<b>CA 4 1.4, 1.7, 1.8, 2.3, 4.4</b>	<b>CA 4 1.4, 1.7, 1.8, 2.3, 4.4</b>	<b>CA 4 1.4, 1.7, 1.8, 2.3, 4.4</b>	<b>CA 4 1.4, 1.7, 1.8, 2.3, 4.4</b>
<b>FR</b>	IV 3d, K-4	IV 3d, K-4	IV 3d, K-4	IV 3d, K-4	IV 3d, K-4	I 3d, IV 3d, 5-8	I 3d, IV 3d, 5-8	I 3d, IV 3d, 5-8	I 3d, IV 3d, 5-8

## Information Literacy – UNDER REVISION

<b>2 Develop and apply effective skills and strategies to analyze and evaluate oral and visual media</b>									
	<b>GRADE K</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 6</b>	<b>GRADE 7</b>	<b>GRADE 8</b>
<b>A</b>	Identify, with assistance, topics of messages conveyed through oral and visual media	Identify, with assistance, simple messages conveyed through oral and visual media	Identify, with assistance, intended messages conveyed through oral and visual media	Identify intended messages conveyed through oral and visual media	Identify and explain intended messages conveyed through oral and visual media	Analyze messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Identify and explain viewpoints conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Identify and explain media techniques used to convey messages in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Analyze and synthesize two or more messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)
<b>Media Messages</b>									
<b>ST</b>	<b>CA 5 1.5, 1.7, 2.7</b>	<b>CA 5 1.5, 1.7, 2.7</b>	<b>CA 5 1.5, 1.7, 2.7</b>	<b>CA 5 1.5, 1.7, 2.7</b>	<b>CA 5 1.5, 1.7, 2.7</b>	<b>CA 5 1.5, 1.7, 2.7</b>	<b>CA 5 1.5, 1.7, 2.7</b>	<b>CA 5 1.5, 1.7, 2.7</b>	<b>CA 5 1.5, 1.7, 2.7</b>
FR	I 6h, II 5 f & I, III 1j, 3a, K-4	I 6h, II 5 f & I, III 1j, 3a, K-4	I 6h, II 5 f & I, III 1j, 3a, K-4	I 6h, II 5 f & I, III 1j, 3a, K-4	I 6h, II 5 f & I, III 1j, 3a, K-4	I 5a, II 1a, III 3c, 5-8	I 5a, II 1a, III 3c, 5-8	I 5a, II 1a, III 3c, 5-8	I 5a, II 1a, III 3c, 5-8