	1				PK					ŀ	〈					G	1			G2		G3		(64	G5	G6
																									Ф		
Standard #	Grade	Common Core English Language Arts	Free Explore	Counting	Letters	Make 10	Race	Letters	Measurings	Addition	Subtractionsr	Challenge	Traffic Jam	Line Dance	Motors	Gears	Pulleys	Dancing Birds	Spinning Top	Drumming Monkey	Ride Challenge	Amazing Adventure Story	Vehicle Challenge	Soccer	Burglar Alarm Challenge	NXT Introduction	Dragster Challenge
		Reading Standards Founda Recognize and name some		al S	Kills																						
MA.1.d	PK	uppercase letters of the alphabet and the lowercase letters in one's own name.			x																						
		Recognize and name all upper- and lowercase						х																			
1.d	K	letters of the alphabet.																									
		Reading Standards for Infor Use the illustrations and	ma	tion	al To	ext																					
7	Grade 1	details in a text to describe its key ideas.													0	0	0	0									
		Explain how specific images (e.g., a diagram showing how a machine works) contribute to and																	x	x	x						
7	Grade 2	clarify a text. Use information gained																									
7	Grade 3	from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text																				x					
7	Grade 4	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.																						x	×		
7	Grade 5	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.																								x	
7	Grade 6	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.																									x
		Speaking and Listening Sta Listen to and use formal																									
MA.5	PK	and informal language.	Х	Х	Х	Х	Х																				

	1	Participate in collaborative																				1				
		conversations with diverse																								
		partners during daily	Х	Х	х	X	Х																			
MA.1	PK	routines and play.																								
IVIA. I	FK	Participate in collaborative																				1				
		conversations with diverse																								
		partners about																								
		1.						х	х	х	х	х														
		kindergarten topics and																								
1	12	texts with peers and adults in small and larger groups.																								
I	K	Participate in collaborative																				1				
		conversations with diverse																								
		partners about grade 1												х	х	х	х									
		topics and texts with peers																								
_	0	and adults in small and																								
1	Grade 1	larger groups.																				-				
		Participate in collaborative																								
		conversations with diverse																								
		partners about grade 2																х	x	х						
		topics and texts with peers																								
		and adults in small and																								
1	Grade 2	larger groups.																								
		Engage effectively in a																								
		range of collaborative																								
		discussions (one-on-one,																								
		in groups, and teacher-led)																								
		with diverse partners on																			Х					
		grade 3 topics and texts,																								
		building on others' ideas																								
		and expressing their own																								
1	Grade 3	clearly.																								
		Engage effectively in a																								
		range of collaborative																								
		discussions (one-on-one,																								
		in groups, and teacher-led)																								
		with diverse partners on																					Х	Х		
		grade 4 topics and texts,																								
		building on others' ideas																								
		and expressing their own																								
1	Grade 4	clearly.																								
		Engage effectively in a																								
		range of collaborative																								
		discussions (one-on-one,																								
		in groups, and teacher-led)																								
		with diverse partners on																							х	
		grade 5 topics and texts,																								
		building on others' ideas																								
		and expressing their own																								
1	Grade 5	clearly.																								
		Engage effectively in a																								
		range of collaborative																								
		discussions (one-on-one,																								
		in groups, and teacher-led)																								
		with diverse partners on																								x
		topics, texts, and issues,																								
		building on others' ideas																								
		and expressing their own																								
1	Grade 6	clearly.																								
		Recall information for short																								
		periods of time and retell,																								
		act out, or represent																								
		information from a text	0	0	0	0	0																			
		read aloud, a recording, or																								
2	PK	a video																								
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Lottime understanding of a text read aloud or information presented orally or through other media by acking a about key details and requesting clarification if something is not understood. 2	Г		Confirm undorstanding -f -															ı									
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3 Grade 1 understood.																											
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3 Grade 2 topic or issue.		Crode 2	Itonic or issue																								

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		Ask and answer questions																	
		about information from a																	
		speaker, offering													Х				
		appropriate elaboration																	
3	Grade 3	and detail.																	
		Identify the reasons and																	
		evidence a speaker														х	x		
		provides to support														^	^		
3	Grade 4	particular points.		\perp															
		Summarize the points a																	
		speaker makes and explain																	
		how each claim is																Х	
		supported by reasons and																	
3	Grade 5	evidence.																	
		Delineate a speaker's																	
		argument and specific																	
		claims, distinguishing																	_x
		claims that are supported																	^
		by reasons and evidence																	
3	Grade 6	from claims that are not.																	
				T															
		Describe people, places,																	
		things, and events with						x	X	X	х								
		relevant details, expressing																	
4	Grade 1	ideas and feelings clearly.																	
		Tell a story or recount an																	
		experience with																	
		appropriate facts and										.,	.,	.,					
		relevant, descriptive										Х	Х	Х					
		details, speaking audibly in																	
4	Grade 2	coherent sentences.																	
		Present information,																	
		findings, and supporting																	
		evidence such that																	
		listeners can follow the line																	
		of reasoning and the													х				
		organization, development,																	
		and style are appropriate to																	
		task, purpose, and																	
4	Grade 3	audience.																	
				1															
		Report on a topic or text,																	
		tell a story, or recount an																	
		experience in an organized																	
		manner, using appropriate																	
		facts and relevant,														Х	Х		
		descriptive details to																	
		support main ideas or																	
		themes; speak clearly at an																	
4	Grade 4	understandable pace.																	
		Report on a topic or text or		Ť															
		present an opinion,																	
		sequencing ideas logically																	
		and using appropriate facts																	
		and relevant, descriptive																х	
		details to support main																^	
		ideas or themes; speak																	
		clearly at an																	
4	Grade 5	understandable pace.																	
	Jiaue J	understandable pace.																	

6	Grade 1	sentences when appropriate to task and situation.													x	x	x	x								
6	К	thoughts, feelings, and ideas clearly. Produce complete						х	X	х	х	Х	х	X												
MA.6	PK	ideas. Speak audibly and express		_	_	_	_																			
5	Grade 6	information. Speak audibly and express thoughts, feelings, and	x	х	х	х	x																			
		Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify																								0
5	Grade 5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.																							0	
5	Grade 4	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.																						x		
5	Grade 3	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.																				o				
5	Grade 1	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.																	0	o	0					
		Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.																0								
5	Grade 6	Add drawings or other visual displays to descriptions as desired to provide additional detail.										x														
	Crada 6	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.																								0

			 			_		 			 									
		Produce complete																		
		sentences when																		
		appropriate to task and												,	v	v				
		situation in order to provide											X	X	Х	Х				
		requested detail or																		
6	Grade 2-3	clarification.																		
•		Differentiate between																П		
		contexts that call for formal																		
		English (e.g., presenting																		
		ideas) and situations where																		
		informal discourse is																		
		appropriate (e.g., small-															0	Х		
		group discussion); use																		
		formal English when																		
		appropriate to task and																		
6	Grade 4	situation.																		
	Crade +	Adapt speech to a variety		+	+		+		-	-		_						\dashv		
		of contexts and tasks,																		
		using formal English when																		
		appropriate to task and																	0	
6	Crado E	situation.																		
6	Grade 5			_	+		-		-									\dashv		
		Adapt speech to a variety of contexts and tasks,																		
																				_
		demonstrating command of																		0
	010	formal English when																		
6	Grade 6	indicated or appropriate.																		
		Language Standards																		
		Demonstrate command of																		
		the conventions of																		
		standard English grammar														Х				
		and usage when writing or																		
1	Grade 3	speaking.		_			_			_								_		
		Demonstrate command of																		
		the conventions of																		
		standard English														Х				
		capitalization, punctuation,																		
2	Grade 3	and spelling when writing.																		
		Apply knowledge of																		
		language to understand																		
		how language functions in																		
		different contexts, to make														.,				
		effective choices for														Х				
		meaning or style, and to																		
		comprehend more fully																		
3	Grade 3	when reading or listening.																		
		Acquire and use accurately																		
		a range of general																		
		academic and domain-																		
		specific words and phrases																		
		sufficient for reading,																		
		writing, speaking, and																		
		listening at the college and																		
		career readiness level;														Х				
		demonstrate independence																		
		in gathering vocabulary																		
		knowledge when																		
		encountering an unknown																		
		term important to																		
		comprehension or																		
6	Grade 2	expression.																		
6	Grade 3			+																
		Cite specific textual evidence to support																		
		analysis of science and																		0
1	Grade 6	technical texts.																		
	Joiaue 0	technical texts.																		

		Determine the central																
		ideas or conclusions of a																
		text; provide an accurate																
		summary of the text distinct																0
		from prior knowledge or																
2	Grade 6	opinions.																
	Grade 0	Follow precisely a		+	_	1	-	_	-	+							-	
		multistep procedure when																
		carrying out experiments,																Х
		taking measurements, or																
3	Grade 6	performing technical tasks.																
		Determine the meaning of																
		symbols, key terms, and																
		other domain-specific																
		words and phrases as they																х
		are used in a specific																
		scientific or technical																
		context relevant to Grade																
4	Grade 6	6-8 texts and topics.																
		Integrate quantitative or		T												1		
		technical information																
		expressed in words in a																
		text with a version of that																
																		0
		information expressed																
		visually (e.g., in a																
		flowchart, diagram, model,																
7	Grade 6	graph, or table).																
		Distinguish among facts,																
		reasoned judgment based																
		on research findings, and																Х
8	Crado 6	speculation in a text.																
0	Grade 6		-	+	+	-	\rightarrow	_	+	+	_			_	-	-	-	
		Compare and contrast the																
		information gained from																
		experiments, simulations,																
		video, or multimedia																0
		sources with that gained																
		from reading a text on the																
9	Grade 6	same topic.																
	0.000	By the end of grade 8, read		+	+	+	\dashv		+	+	+		+	-	_	\rightarrow	-	
		and comprehend																
		science/technical texts in																
		the Grade 6–8 text																0
		complexity band																
		independently and																
10	Grade 6	proficiently.																
	·	Writing Standards					بارو									أو		
		Write narratives to develop																
		real or imagined																
		experiences or events												х				
		using effective technique,																
		descriptive details, and																
3	Grade 3	clear event sequences.																
		With guidance and support		T	Т		\Box			Т			T			П	T	
		from adults, produce																
		writing in which the																
		development and												х				
		organization are												^				
L.		appropriate to task and																
4	Grade 3	purpose.																
		With guidance and support																
		from adults, produce																
		writing in which the																
		development and												х				
		organization are																
		appropriate to task and																
4	Grade 3	purpose.																
-	Jiauc J	parpose.																

		Produce clear and																						
		coherent writing in which																						
		the development,																		_		x		
		organization, and style are																		Х		^		
		appropriate to task,																						
4	Grade 4	purpose, and audience.																						
		Produce clear and																						
		coherent writing in which																						
		the development,																					_	
		organization, and style are																					0	
		appropriate to task,																						
4	Grade 5	purpose, and audience.																						
		With guidance and support																						
		from adults and peers,																						
		focus on a topic and																						
		strengthen writing as																	Х					
		needed by revising and																						
5	Grade 2	editing.																						
	1	With guidance and support					1	1	T															
		from peers and adults,																						
		develop and strengthen																						
		writing as needed by																		Х				
		planning, revising, and																						
5	Grade 3	editing.																						
-	3.000	With guidance and support		\dashv			+	\dashv	7	+	1	1												
		from peers and adults,																						
		develop and strengthen																						
		writing as needed by																				х		
		planning, revising, and																						
5	Grade 4	editing.																						
	Grade 4	With guidance and support		\dashv	\dashv	-	\dashv	\dashv	+	+	+	+	-	+-	\vdash									
		from peers and adults,																						
		develop and strengthen																						
		writing as needed by																						
		planning, revising, editing,																						
		rewriting, or trying a new																						
5	Grade 5	approach.																						
3	Grade 5	Participate in shared		\dashv			-	\dashv		+		+	-											
		research and writing																						
7	Grade 1	projects												1 -	١.									
,	Olade 1	Participate in shared		\dashv	-		-	\dashv	-	+	+	_	C	0	0	×								
		research and writing																						
		projects (e.g., read a																						
		number of books on a															v	v	v					
		single topic to produce a															Х	X	Х					
		report; record science																						
7	Grade 2	observations).																						
•	Jiaue Z	Conduct short research		\dashv	\dashv		+	\dashv	\dashv	+		+												
		projects that build																		x				
7	Grade 3	knowledge about a topic.																		^				
•	Siade 3	Conduct short research		\dashv			+	+	+	+	-	+												
		projects that build																						
	1	knowledge through																			v	v		
		investigation of different																			Х	X		
7	Grade 4	aspects of a topic.																						
<i>'</i>	Grade 4	aspects of a topic.		\dashv			+	+	4	-	-	+												
		Conduct short research																						
		I																						
		projects that use several sources to build knowledge																					х	
		through investigation of																						
7	Grade 5	different aspects of a topic.																						
'	Glade 5	umerent aspects of a topic.																						

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7	Grade 6	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.											O
9	Grade 6	Draw evidence from informational texts to support analysis, reflection, and research.											0
10	Grade 6	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.											0

X = addresses standard o = partially addresses standard