



## JSD Vertical Standard Analysis - Speaking & Listening

The district power standards are highlighted in blue in the first column. The blue wording throughout indicates a change from previous grade-level standards.

	Previous Grade Level/Band	Current Grade Level/Band	Next Grade Level/Band
1	<b>Standard 1.SL.1:</b> Participate <b>effectively</b> in a range of conversations with <b>various partners</b> , using age-appropriate vocabulary on topics and texts. a. Continue a conversation through multiple exchanges <b>while using appropriate tone and body language</b> .  b. Express own ideas <b>clearly</b> in small and large groups <b>and build on others' ideas</b> .	<b>Standard 2.SL.1:</b> Participate effectively in a range of conversations with various partners, using age-appropriate vocabulary on topics and texts. a. <b>Initiate and build</b> on a conversation through multiple exchanges while using appropriate tone and body language.  b. <b>Seek other's opinions or thoughts and identify other's perspectives</b> .	<b>Standard 3.SL.1:</b> Participate effectively in a range of conversations <b>and collaborations</b> , using age-appropriate vocabulary, on topics, texts, and issues. <b>a. Respectfully acknowledge and respond to others' perspectives during discussions</b> .  <b>b. Recognize that comments and claims may include two perspectives</b> .  <b>c. Participate in conversations by asking questions, acknowledging new information, connecting responses, and keeping the discussion on topic</b> .
2	<b>Standard 1.SL.2:</b> Speak clearly and audibly while expressing thoughts, emotions, and ideas <b>while asking and answering questions</b> .	<b>Standard 2.SL.2:</b> Speak clearly and audibly while <b>asking and answering questions about a topic and key details</b> .	<b>Standard 3.SL.2:</b> Speak clearly and audibly while asking and answering questions about a topic and key details <b>presented in various mediums and formats</b> .
3	<b>Standard 1.SL.3:</b> Use age-appropriate language, grammar, volume, and <b>clear</b> pronunciation when speaking or presenting and use visual displays, when appropriate, to describe <b>or clarify</b> information to others.	<b>Standard 2.SL.3:</b> Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.	<b>Standard 3.SL.3:</b> Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting. a. Present information, stories, or opinions, sequencing ideas logically



		a. Present information, stories, or opinions, sequencing ideas logically and use descriptions, facts, and details.	and use <b>relevant</b> descriptions, facts, and details <b>to elaborate on main ideas and themes</b> .
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## Reading

	Previous Grade Level/Band	Current Grade Level/Band	Next Grade Level/Band
1	<b>Standard 1.R.1:</b> Mastered in preschool.	<b>Standard 2.R.1:</b> Mastered in preschool.	<b>Standard 3.R.1:</b> Mastered in preschool.
2	<p><b>Standard 1.R.2:</b> Demonstrate mastery of age-appropriate phonological awareness skills.</p> <p>a. Add, delete, and substitute initial and final phonemes in single-syllable words including blends.</p> <p>b. Isolate, pronounce, blend, and segment sounds in 4-5 phoneme words, including blends.</p> <p>c. Distinguish long and short vowel sounds in spoken single-syllable words.</p>	<p><b>Standard 2.R.2:</b> Demonstrate mastery of age-appropriate phonological awareness skills.</p> <p>a. Add, delete, and substitute initial, medial, and final sounds in 5-6 phoneme words including blends.</p> <p>b. Isolate, pronounce, blend, and segment phonemes in 5-6 phoneme words.</p>	<p><b>Standard 3.R.2:</b> Demonstrate mastery of age-appropriate phonological awareness skills.</p> <p>a. Reversal of phonemes.</p> <p>b. Phoneme chaining including addition, deletion, and substitution at all word positions (initial, final, and medial).</p>
3	<p><b>Standard 1.R.3:</b> Demonstrate mastery of age-appropriate phonics skills.</p> <p>a. With prompting and support, identify and begin using consonant and vowel y while reading (i.e., consonant sound: /y/ as in yes, vowel sound: final sound</p>	<p><b>Standard 2.R.3:</b> Demonstrate mastery of age-appropriate phonics skills.</p> <p>a. Identify and begin reading and spelling words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic</p>	<p><b>Standard 3.R.3:</b> Demonstrate mastery of age-appropriate phonics skills.</p> <p>a. Identify and begin using the combined knowledge of all letter-sound correspondences,</p>



	<p>/ɪ/ as in fly, final sound /ē/ as in baby, and medial sound /ī/ in gym).</p> <p>b. With prompting and support, identify and begin reading and spelling words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le).</p> <p>c. Demonstrate mastery of the hard and soft sounds of c and g.</p> <p>d. Blend words with 4-5 phonemes when reading.</p> <p>e. Decode two-syllable words by breaking the words into syllables (i.e., open, closed, VCe).</p> <p>f. Read and spell words with common consonant digraphs (i.e., sh, ch, wh, th, ng).</p> <p>g. Read age-appropriate compound words.</p> <p>h. Read words with inflectional endings (i.e., -s, -ed, -ing, -er, -est).</p> <p>i. Read and spell common irregular words.</p>	<p>words.</p> <p>b. Identify and begin using schwa in multisyllabic words (e.g., ago, away, again, along, afraid) <b>when reading and spelling</b>.</p> <p>c. Blend words with 5-6 <b>phonemes</b> when reading.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Read and <b>spell</b> age-appropriate compound words.</p> <p>f. Read and spell words with common <b>variant digraphs</b> (i.e., ph /f/, gh /f/, ch /sh/ and /ck/).</p> <p>g. Read and spell words with common <b>trigraphs</b> (i.e., tch /ch/ and dge /j/).</p> <p>h. Read and spell words with hard and soft c and g along with silent letters kn-, -lm, -mb, gh-, and wr-.</p> <p>i. Read and spell words with the <b>following diphthongs and vowels</b> (i.e., oi, oy; ou, ow; au, aw; oo, u).</p>	<p><b>syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in and out of context.</b></p> <p>b. Read and spell words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.</p> <p><b>c. Identify and know the meaning of the most common prefixes and derivational suffixes.</b></p> <p><b>d. Identify the unaccented syllable in multisyllabic words (e.g., nation, active, atomic) when reading and spelling.</b></p> <p>e. Read and spell common irregular words.</p>
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4	<b>Standard 1.R.4:</b> Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)	<b>Standard 2.R.4:</b> Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)	<b>Standard 3.R.4:</b> Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)
5	<b>Standard 1.R.5:</b> Ask and answer questions about key details in a text. (RL & RI)	<b>Standard 2.R.5:</b> Ask and answer questions <b>such as who, what, where, when, why, and how to demonstrate understanding</b> of key details in a text. (RL & RI)	<b>Standard 3.R.5:</b> Ask and answer questions <b>to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</b> (RL & RI)
6	<b>Standard 1.R.6:</b> <b>Read a variety of texts including those from diverse cultures to identify and retell the main idea and key details of a text.</b> (RL & RI)	<b>Standard 2.R.6:</b> Read a variety of texts including those from diverse cultures, <b>retell the narrative (RL) or informational text (RI) according to the text structure</b> including the main idea.	<b>Standard 3.R.6:</b> Read a variety of texts including those from diverse cultures, retell the text according to the text structure including the main idea <b>and how key details support the main idea.</b> (RL & RI)
7	<b>Standard 1.R.7:</b> <b>Describe</b> characters, settings, and important events in a story (RL) or pieces of information in a text. (RI)	<b>Standard 2.R.7:</b> <b>Describe how characters respond to major events and challenges.</b> (RL) <b>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b> (RI)	<b>Standard 3.R.7:</b> Describe characters in a story and <b>explain how their actions contribute to the sequence of events.</b> (RL) <b>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</b> (RI)



8	<b>Standard 1.R.8:</b> Identify specific words and phrases that express emotion, appeal to the senses, and/or determine the meaning of content-specific words within a text. (RL & RI)	<b>Standard 2.R.8:</b> Explain how specific words and phrases express emotion, appeal to the senses, or determine the meaning of content-specific words within a text. (RL & RI)	<b>Standard 3.R.8:</b> Determine the meaning of words, phrases, similes, metaphors, and academic and content-specific words within a text. (RL & RI)
9	<b>Standard 1.R.9:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI) <ul style="list-style-type: none"> <li>a. Begin using sentence-level context as a clue to the meaning of a word.</li> <li>b. Identify frequently occurring root words and their inflectional forms.</li> </ul>	<b>Standard 2.R.9:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI) <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word.</li> <li>b. Determine the meaning of a new word when a known prefix or root is used.</li> <li>c. Predict the meaning of compound words using knowledge of the meaning of the individual words.</li> <li>d. Use glossaries and dictionaries to determine the meaning of words and phrases.</li> </ul>	<b>Standard 3.R.9:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI) <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of a new word when a known affix or root is used.</li> <li>c. Use glossaries or dictionaries to determine or clarify the precise meaning of key words and phrases.</li> </ul>
10	<b>Standard 1.R.10:</b> Identify a variety of texts and explain the differences between literary texts and informational texts. (RL & RI)	<b>Standard 2.R.10:</b> Describe the overall literary and informational text structure to locate facts, details, and information efficiently. (RL & RI)	<b>Standard 3.R.10:</b> Identify and discuss the structural elements of different types of text when writing or speaking about a text. (RL) Use text features and search tools to build comprehension and locate relevant information efficiently. (RI)
11	<b>Standard 1.R.11:</b> Begins in grade 4.	<b>Standard 2.R.11:</b> Begins in grade 4.	<b>Standard 3.R.11:</b> Begins in grade 4.



12	<b>Standard 1.R.12:</b> Begins in grade 2.	<b>Standard 2.R.12:</b> <b>Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features.</b> (RL & RI)	<b>Standard 3.R.12:</b> <b>Explain how specific illustrations or text features contribute to what is conveyed by the words in a text.</b> (RL & RI)
13	<b>Standard 1.R.13:</b> Begins in grade 2.	<b>Standard 2.R.13:</b> Not applicable for RL. <b>Explain how specific points an author or illustrator makes in a text are supported by relevant reasons and evidence.</b> (RI)	<b>Standard 3.R.13:</b> Not applicable for RL. Explain how <b>claims</b> in a text are supported by relevant reasons and evidence. (RI)
14	<b>Standard 1.R.14:</b> Begins in grade 2.	<b>Standard 2.R.14:</b> <b>Compare two or more versions of the same text from different cultures and the most important points presented by two texts on the same topic.</b> (RL & RI)	<b>Standard 3.R.14:</b> Compare the <b>themes, settings, and plots of stories written about the same or similar characters.</b> (RL) Compare the most important points and key details presented in two texts on the same topic. (RI)

## Writing

	Previous Grade Level/Band	Current Grade Level/Band	Next Grade Level/Band
1	<b>Standard 1.W.1:</b> <b>Write</b> opinion pieces that introduce the topic, state an opinion, <b>supply evidence for the opinion, and provide a concluding statement.</b> a. Write, produce, and expand complete <b>simple</b> sentences.  b. Use appropriate <b>conventions</b> when writing.	<b>Standard 2.W.1:</b> Write opinion pieces that introduce the topic, state an opinion, supply evidence <b>that supports the opinion, use linking words to connect opinion and evidence,</b> and provide a concluding statement. a. Write, produce, expand, and <b>rearrange</b> complete simple and <b>compound sentences.</b>	<b>Standard 3.W.1:</b> Write <b>argumentative pieces on topics and/or texts, supporting a point of view with evidence, using linking words and phrases to connect the claim to the evidence,</b> and provide a concluding statement. <b>a. Introduce the topic, state a claim, and create an organizational structure that provides evidence.</b>



		b. Use appropriate conventions when writing.	<p>b. Write, produce, and expand simple, compound, and <b>complex sentences</b>.</p> <p>c. Use appropriate conventions when writing <b>including text cohesion, sentence structure, and phrasing</b>.</p>
<b>2</b>	<p><b>Standard 1.W.2:</b> Write informative/explanatory pieces that <b>introduce a topic, supply facts about the topic, and provide a concluding statement</b>.</p> <p>a. Write, produce, and expand complete <b>simple</b> sentences.</p> <p>b. Use appropriate <b>conventions</b> when writing.</p>	<p><b>Standard 2.W.2:</b> Write informative/explanatory pieces that introduce a topic, supply facts <b>and definitions to develop points</b>, and provide a concluding statement.</p> <p>a. Write, produce, expand, and <b>rearrange</b> complete simple and <b>compound</b> sentences.</p> <p>b. Use appropriate conventions when writing.</p>	<p><b>Standard 3.W.2:</b> Write informative/explanatory pieces to <b>examine a topic that conveys ideas and information clearly, link ideas within categories of information using words and phrases</b>, and provide a concluding statement.</p> <p><b>a. Introduce and develop a topic using facts, definitions, details, and group related information and graphics together.</b></p> <p>b. Write, produce, and expand simple, compound, and <b>complex</b> sentences.</p> <p>c. Use appropriate conventions when writing <b>including text cohesion, sentence structure, and phrasing</b>.</p>
<b>3</b>	<p><b>Standard 1.W.3:</b> <b>Write</b> narrative pieces that <b>retell two or more events</b>. Provide details regarding the events <b>using temporal words in sequential order and provide a concluding statement</b>.</p> <p>a. Write, produce, and expand complete <b>simple</b> sentences.</p>	<p><b>Standard 2.W.3:</b> Write narrative pieces in which they retell an <b>elaborated event or short sequence of events</b>; include details to <b>describe actions, thoughts, and emotions</b> using temporal words in sequential order; and provide a concluding statement.</p> <p>a. Write, produce, expand, and</p>	<p><b>Standard 3.W.3:</b> Write narrative pieces to <b>develop real or imagined experiences or events using effective technique, descriptive details, event sequences</b>, and provide a concluding statement.</p> <p><b>a. Set the scene and introduce a narrator and/or characters; organize an</b></p>



	<p>b. Use appropriate <b>conventions</b> when writing.</p>	<p><b>rearrange</b> complete simple and <b>compound</b> sentences.</p> <p>b. Use appropriate conventions when writing.</p>	<p><b>event sequence that unfolds naturally.</b></p> <p>b. Write, produce, and expand simple, compound, and complex sentences.</p> <p>c. Use dialogue and descriptions of actions, thoughts, and emotions.</p> <p>d. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.</p>
<b>4</b>	<p><b>Standard 1.W.4:</b> Participate in shared research and writing projects.</p> <p>a. Recall information from experiences or learned information.</p> <p>b. Interact and collaborate with others throughout the writing process.</p>	<p><b>Standard 2.W.4:</b> Participate in shared research and writing projects <b>on a topic</b>.</p> <p>a. Recall and <b>gather information from provided sources to answer a question about the topic</b>.</p> <p>b. Interact and collaborate with others throughout the writing process.</p>	<p><b>Standard 3.W.4: Conduct short</b> research projects to <b>build knowledge about a topic</b>.</p> <p>a. Recall and gather <b>relevant</b> information <b>from one or more</b> sources and <b>provide brief notes to demonstrate understanding of the topic</b>.</p> <p>b. Interact and collaborate with others throughout the writing process.</p>
<b>5</b>	<p><b>Standard 1.W.5:</b> Legibly write all upper- and lowercase manuscript letters.</p>	<p><b>Standard 2.W.5: Fluently</b> write all upper- and lowercase manuscript letters.</p>	<p><b>Standard 3.W.5: Legibly write all upper- and lowercase cursive</b> and manuscript letters.</p>

