



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	Standard 2.SL.1: Participate effectively in a range of conversations with various partners, using age-appropriate vocabulary on topics and texts. a. Initiate and build on a conversation through multiple exchanges while using appropriate tone and body language. b. Seek other's opinions or thoughts and identify other's perspectives.	Standard 3.SL.1: Participate effectively in a range of conversations and collaborations , using age-appropriate vocabulary, on topics, texts, and issues. a. Respectfully acknowledge and respond to others' perspectives during discussions. b. Recognize that comments and claims may include two perspectives. c. Participate in conversations by asking questions, acknowledging new information, connecting responses, and keeping the discussion on topic.	Standard 4.SL.1: Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues. a. Respectfully acknowledge and respond to comments and claims . b. Participate in conversations by asking questions, acknowledging new information, connecting responses with reasoning and elaboration , and keeping the discussion on topic.
2	Standard 2.SL.2: Speak clearly and audibly while asking and answering questions about a topic and key details.	Standard 3.SL.2: Speak clearly and audibly while asking and answering questions about a topic and key details presented in various mediums and formats.	Standard 4.SL.2: Clearly summarize information presented in various formats and mediums and explain how the information pertains to the topic.
3	Standard 2.SL.3: Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.	Standard 3.SL.3: Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.	Standard 4.SL.3: Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.



	a. Present information, stories, or opinions, sequencing ideas logically and use descriptions, facts, and details.	a. Present information, stories, or opinions, sequencing ideas logically and use relevant descriptions, facts, and details to elaborate on main ideas and themes.	a. Include visual displays and/or media, when appropriate, to convey information, elaborate, and enhance engagement of presentations.
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Reading

	Previous Grade Level/Band	Current Grade Level/Band	Next Grade Level/Band
1	Standard 2.R.1: Mastered in preschool.	Standard 3.R.1: Mastered in preschool.	Standard 4.R.1: Mastered in preschool.
2	Standard 2.R.2: Demonstrate mastery of age-appropriate phonological awareness skills. a. Add, delete, and substitute initial, medial , and final sounds in 5-6 phoneme words including blends. b. Isolate, pronounce, blend, and segment phonemes in 5-6 phoneme words .	Standard 3.R.2: Demonstrate mastery of age-appropriate phonological awareness skills. a. Reversal of phonemes. b. Phoneme chaining including addition, deletion, and substitution at all word positions (initial, final, and medial).	Standard 4.R.2: Mastered in grade 3.
3	Standard 2.R.3: Demonstrate mastery of age-appropriate phonics skills. 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 words .	Standard 3.R.3: Demonstrate mastery of age-appropriate phonics skills. a. Identify and begin using the combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and	Standard 4.R.3: Demonstrate mastery of age-appropriate phonics skills. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in context and out of



b. Identify and begin using schwa in multisyllabic words (e.g., ago, away, again, along, afraid) **when reading and spelling.**

c. Blend words with 5-6 **phonemes** when reading.

d. Decode words with common prefixes and suffixes.

e. Read and **spell** age-appropriate compound words.

f. Read and spell words with common **variant digraphs** (i.e., ph /f/, gh /f/, ch /sh/ and /ck/).

g. Read and spell words with common trigraphs (i.e., tch /ch/ and dge /j/).

h. Read and spell words with hard and soft c and g along with silent letters kn-, -lm, -mb, gh-, and wr-.

i. Read and spell words with the following diphthongs and vowels (i.e., oi, oy; ou, ow; au, aw; oo, u).

j. Read and spell words with phonograms (i.e., -old, -ild, -ost, -olt,

etymology to accurately read unfamiliar multisyllabic words in and out of context.

b. Read and spell words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.

c. Identify and know the meaning of the most common prefixes and derivational suffixes.

d. Identify the unaccented syllable in multisyllabic words (e.g., nation, active, atomic) when reading and spelling.

e. Read and spell common irregular words.

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	-ind). k. Read and spell common irregular words.		
4	Standard 2.R.4: Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)	Standard 3.R.4: Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)	Standard 4.R.4: Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)
5	Standard 2.R.5: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL & RI)	Standard 3.R.5: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL & RI)	Standard 4.R.5: Refer to details and evidence in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL & RI)
6	Standard 2.R.6: Read a variety of texts including those from diverse cultures, retell the narrative (RL) or informational text (RI) according to the text structure including the main idea.	Standard 3.R.6: Read a variety of texts including those from diverse cultures, retell the text according to the text structure including the main idea and how key details support the main idea. (RL & RI)	Standard 4.R.6: Read a variety of text types, including those from diverse cultures to determine a theme or main idea and explain how it is supported by key details; summarize texts using textual evidence. (RL & RI)
7	Standard 2.R.7: Describe how characters respond to major events and challenges. (RL) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI)	Standard 3.R.7: Describe characters in a story and explain how their actions contribute to the sequence of events. (RL) 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. (RI)	Standard 4.R.7: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. (RL) Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI)



8	Standard 2.R.8: 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)	Standard 3.R.8: Determine the meaning of words, phrases, similes, metaphors, and academic and content-specific words within a text. (RL & RI)	Standard 4.R.8: Determine the meaning of words, phrases, figurative language , academic and content-specific words within a text. (RL & RI)
9	Standard 2.R.9: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI) a. Use sentence-level context as a clue to the meaning of a word. b. Determine the meaning of a new word when a known prefix or root is used. c. Predict the meaning of compound words using knowledge of the meaning of the individual words. d. Use glossaries and dictionaries to determine the meaning of words and phrases.	Standard 3.R.9: Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI) a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of a new word when a known affix or root is used. c. Use glossaries or dictionaries to determine or clarify the precise meaning of key words and phrases.	Standard 4.R.9: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI) a. Use context as a clue to the meaning of a word. b. Use common Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
10	Standard 2.R.10: Describe the overall literary and informational text structure to locate facts, details, and information efficiently. (RL & RI)	Standard 3.R.10: 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)	Standard 4.R.10: Analyze and discuss the parts of literary text using terms such as chapter, scene, and stanza. (RL) Describe the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)



11	Standard 2.R.11: Begins in grade 4.	Standard 3.R.11: Begins in grade 4.	Standard 4.R.11: Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) Compare a primary and secondary source on the same event or topic. (RI)
12	Standard 2.R.12: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RL & RI)	Standard 3.R.12: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text. (RL & RI)	Standard 4.R.12: Compare a visual or oral presentation of a story or drama with the text itself and identify where each version reflects specific descriptions and directions in the text. (RL) Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. (RI)
13	Standard 2.R.13: Not applicable for RL. Explain how specific points an author or illustrator makes in a text are supported by relevant reasons and evidence. (RI)	Standard 3.R.13: Not applicable for RL. Explain how claims in a text are supported by relevant reasons and evidence. (RI)	Standard 4.R.13: Not applicable to RL. Explain how an author uses reasons and evidence to support particular claims in a text. (RI)
14	Standard 2.R.14: 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. (RL & RI)	Standard 3.R.14: Compare the themes, settings, and plots of stories written about the same or similar characters. (RL) Compare the most important points and key details presented in two texts on the same topic. (RI)	Standard 4.R.14: Compare the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. (RL) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI)



Writing

	Previous Grade Level/Band	Current Grade Level/Band	Next Grade Level/Band
1	Standard 2.W.1: Write opinion pieces that introduce the topic, state an opinion, supply evidence that supports the opinion, use linking words to connect opinion and evidence, and provide a concluding statement. a. Write, produce, expand, and rearrange complete simple and compound sentences. b. Use appropriate conventions when writing.	Standard 3.W.1: Write 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, and provide a concluding statement. a. Introduce the topic, state a claim, and create an organizational structure that provides evidence. b. Write, produce, and expand simple, compound, and complex sentences. c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.	Standard 4.W.1: Write argumentative pieces on topics and/or texts, supporting a point of view with evidence and information, using linking words and phrases to connect the claim to the evidence, and provide a concluding section related to the claim presented. a. Introduce a topic, state a claim that is supported by evidence, produce complex sentences, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.
2	Standard 2.W.2: Write informative/explanatory pieces that introduce a topic, supply facts and definitions to develop points, and provide a concluding statement. a. Write, produce, expand, and rearrange complete simple and compound sentences. b. Use appropriate conventions when	Standard 3.W.2: Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly, link ideas within categories of information using words and phrases, and provide a concluding statement. a. Introduce and develop a topic using facts, definitions, details, and group related information and graphics together.	Standard 4.W.2: Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly, link ideas within categories of information using words and phrases, and provide a concluding section related to the information or explanation presented. a. Introduce a topic and group related information in paragraphs and/or sections using organizational structures,



	writing.	b. Write, produce, and expand simple, compound, and complex sentences. c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.	produce complex sentences, and text features to support the writer's purpose. b. Develop the topic using relevant facts, definitions, concrete details, quotations, or examples. c. Use precise language and content-specific vocabulary to inform about or explain the topic. d. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.
3	Standard 2.W.3: Write narrative pieces in which they retell an elaborated event or short sequence of events; include details to describe actions, thoughts, and emotions using temporal words in sequential order; and provide a concluding statement. a. Write, produce, expand, and rearrange complete simple and compound sentences. b. Use appropriate conventions when writing.	Standard 3.W.3: Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, event sequences, and provide a concluding statement. a. Set the scene and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Write, produce, and expand simple, compound, and complex sentences. c. Use dialogue and descriptions of actions, thoughts, and emotions. d. Use appropriate conventions when writing including text cohesion,	Standard 4.W.3: Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences, and provide a resolution. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence



		sentence structure, and phrasing. sentence structure, and phrasing.	of events. d. Use concrete words, phrases, complex sentences, and sensory details to convey experiences and events precisely. e. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.
4	Standard 2.W.4: Participate in shared research and writing projects on a topic. a. Recall and gather information from provided sources to answer a question about the topic. b. Interact and collaborate with others throughout the writing process.	Standard 3.W.4: Conduct short research projects to build knowledge about a topic. a. Recall and gather relevant information from one or more sources and provide brief notes to demonstrate understanding of the topic. b. Interact and collaborate with others throughout the writing process.	Standard 4.W.4: Conduct short research projects to build knowledge through investigation of different aspects of a topic. a. Recall, gather, and organize information and provide a list of relevant sources. b. Elaborate to demonstrate understanding of the topic under investigation. c. Interact and collaborate with others throughout the writing process.
5	Standard 2.W.5: Fluently write all upper- and lowercase manuscript letters.	Standard 3.W.5: Legibly write all upper- and lowercase cursive and manuscript letters.	Standard 4.W.5: Fluently write in cursive and manuscript.

