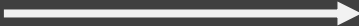









PK-12 Standard: EXPRESSIVE

Students speak, write, and visually represent multiple types of texts using various evolving technologies and strategies. In these texts, students will engage in critical, creative, and reflective thinking to achieve diverse purposes within local, national, and world communities.

<i>Learning Priority</i>	<i>Focus Areas</i>	<i>Grades PK-2 Learning Continuum</i> 
E1: Conduct inquiry by posing and solving problems and/or exploring topics	Pose reasoned questions	Generate questions of personal significance  Pose relevant questions to solve problems
	Pose reasoned responses	Generate relevant responses to questions of personal significance  Generate relevant responses to solve problems
	Use researched information to support a position	Talk, draw, or role play to support a common theme  Develop texts to support a common theme


PK-12 Standard: RECEPTIVE

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<i>Learning Priority</i>	<i>Focus Areas</i>	<i>Grades PK-2 Learning Continuum</i> 
R1: Identify and explore self-selected and assigned topics, seeking new insights	Identify issues of significance about texts	Demonstrate an awareness of an issue  Develop criteria for determining personal significance
	Generate open ended questions about texts	Identify open-ended and closed-ended questions  Use open-ended and closed-ended questions
	Use an inquiry process	
	Use research strategies	Uses questions to seek information and test possibilities  Determine sources and use multiple strategies to evaluate solutions
	Examine multiple sources	


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E2: Develop, use, and adapt language according to context and purpose	Analyze purpose and context	Identify needs and expectations of audience in order to interact
	Choose words and expressions appropriate to context	Be flexible and responsible in use of language Use language modeled in the classroom and in texts


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R2: Understand the nature of language and respect its uses	Analyze and respect language differences	Recognize the impact of social conventions (e.g. tone, word choice, volume, pitch, etc.) in communications →	Appreciate differences in language in a variety of contexts (e.g. social, academic, etc.)
		Recognize differences and uses of spoken and written language	Analyze the impact of language differences
	Analyze and respect the histories of social, cultural, or regional variations of language		
	Recognize linguistic registers and discourses appropriate to the context	Attends to and responds appropriately to spoken and written communication →	Listens actively to follow basic directions
	Recognize and understand social attitudes about language variation and linguistically distinct groups		

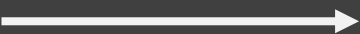




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<i>Learning Priority</i>	<i>Focus Areas</i>	<i>Grades PK-2 Learning Continuum</i> 
E3: Apply knowledge to new situations and create new knowledge individually and collaboratively	Develop ideas using creative thinking, problem posing, and problem solving strategies	Brainstorm ideas Contribute to the exchange of ideas within the learning community Combine two or more ideas to create new understanding Revise current understanding in light of new knowledge
	Use strategies to contribute to collaborative projects	Work collaboratively with others to create new knowledge
	Use technologies to explore and communicate	Use a variety of mediums and communication technologies to inquire into topics


PK-12 Standards: RECEPTIVE

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<i>Learning Priority</i>	<i>Focus Areas</i>	<i>Grades PK-2 Learning Continuum</i> 
R3: Explore ideas through collaboration and communication to come to new understanding	Discover patterns among ideas using a collaborative process	Develop awareness of patterns in written, spoken, and viewed communication  Identify patterns in written, spoken, and viewed communication
	Find relationships among ideas using a collaborative process	Recognize relationships between at least two ideas  Make connections among multiple ideas
	Receive and explore the ideas and opinions of others	Develop a habit of listening with attention in collaborative situations  Demonstrates and sustains interactive listening skills in collaboration with others
	Use communication and collaboration skills	Negotiate collaborative roles in social situations  Negotiate and intentionally apply collaborative skill in a variety of situations (e.g. academic, social, personal, etc.)






PK-12 Standards: EXPRESSIVE

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<i>Learning Priority</i>	<i>Focus Areas</i>	<i>Grades PK-2 Learning Continuum</i> 
E4: Create, organize, revise, and publish texts in a timely manner for a variety of audience	Develop informational, technical, and work-related texts	Attends to teacher modeling of development of organized informational texts that communicates clear meaning → Draws, writes, speaks, or visually represents organized informational texts that communicate clear meaning
	Develop argumentative and persuasive texts	Attends to teacher modeling of development of organized persuasive texts that communicates clear meaning → Draws, writes, speaks, or visually represents organized persuasive texts that communicate clear meaning
	Develop creative and reflective texts	Attends to teacher modeling of development of organized narrative texts that communicates clear meaning → Draws, writes, speaks, or visually represents organized narrative texts that communicate clear meaning Attends to teacher modeling of development of organized reflective texts that communicates clear meaning → Draws, writes, speaks, or visually represents organized reflective texts that communicate clear meaning Creates texts of own choosing for personal purposes
	Reflect on and revise own text	Attends to teacher modeling of strategies to review and revise texts for various purposes (eg. meaning, word choice, voice, sentence fluency, conventions, etc.) → Reviews and revises own text for various purposes with assistance (e.g. teacher, peer, rubric, checklist, etc.)



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R4: Acquire, organize, analyze, interpret, and evaluate texts	Use tools to locate texts	Develop awareness of various tools  Use multiple tools to identify texts
	Use criteria to select texts	Understand the difference between fact and opinion, and real and make believe in texts  Apply criteria to select texts
	Use visual features	Develop awareness of informational text features (e.g. bold, table of contents, etc.) and text structures (e.g. cause and effect and compare and contrast, etc.)  Use text features and text structures to obtain information
	Analyze organization and language	Attends to the teacher's modeling for selection of information to match purpose  Employs habits for selection of information to match purpose






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<i>Learning Priority</i>	<i>Focus Areas</i>	<i>Grades PK-2 Learning Continuum</i> 
E5: Engage with, respond to, interpret, and perform local, national, and world literature from various periods	Create interpretive responses to literature	Compose and share innovations of familiar literature
	Create imaginative texts	Participates in the creation of collaborative texts responding to literature  Compose and share original texts created in response to literature


PK-12 Standards: RECEPTIVE

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<i>Learning Priority</i>	<i>Focus Areas</i>	<i>Grades PK-2 Learning Continuum</i> 
R5: Engage with, respond to, analyze, interpret, and evaluate local, national, and world literature from various periods	Recognize relationships between and among texts	Attends to the teacher's modeling of making text to self, text to text, and text to world connections  Make text to self, text to text, and text to world connections
	Analyze genre conventions and literary devices	Attends to the teacher's modeling of analysis of literary elements (e.g. setting, plot, characters, etc.)  Identify and examine literary elements
	Interpret text through the lens of history, society, ethics, and culture	
	Develop a habit of reading a variety of texts	Engage in reading through structured activities (e.g. read alouds, shared reading, listening centers, etc.)  Engage in independent reading and discussion outside of structured activities and assigned reading.
	Select a variety texts for enjoyment and enrichment	Choose texts for listening, viewing, and reading from recommendations provided (e.g. teacher sharing and modeling)  Seek texts for listening, viewing, and reading based on the student's own criteria


PK-12 Standards: EXPRESSIVE

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<i>Learning Priority</i>	<i>Focus Areas</i>	<i>Grades PK-2 Learning Continuum</i> 
E6: Select and use speaking, writing, and visual representation strategies and techniques	Use a process to create texts	Attends to teacher modeling of strategies to create texts Uses strategies to develop texts to share thinking or solutions
	Use appropriate comprehension strategies and habits to develop texts	Use modeled comprehension and problem solving strategies to develop texts → Identify and choose appropriate comprehension and problem solving strategies to develop texts
	Convey meaning through text content	Attends to teacher modeling of various purposes and genre of expressive texts → Varies expressive genre for audience and purpose
	Convey meaning through text design	Attends to teacher modeling of techniques to vary expressive modes (e.g. speaking, writing, visually representing, etc.) for audience and purpose → Vary expressive modes for audience and purpose

PK 12 Standards: RECEPTIVE


Students listen, read, and view multiple types of texts using various evolving technologies and strategies. With these texts, students will engage in critical, creative, and reflective thinking to achieve diverse purposes within local, national, and world communities.

<i>Learning Priority</i>	<i>Focus Areas</i>	<i>Grades PK-2 Learning Continuum</i> 	
R6: Select and use listening, reading, viewing, and thinking strategies and techniques	Use appropriate strategies for comprehending texts	<p>Attends to teacher's modeling of comprehension strategies: previewing and predicting, connecting, questioning, inferring, visualizing, evaluating (determining importance), and synthesizing on increasingly complex texts</p> <p>Attends to the teacher's modeling of habits of making meaning: re-reading, visual cues, structural cues, meaning cues, self-monitoring, fluency</p>	<p>Use comprehension strategies: previewing and predicting, connecting, questioning, inferring, visualizing, evaluating (determining importance), and synthesizing on increasingly complex texts</p> <p>Employs habits of meaning making either consciously or unconsciously: re-reading, visual cues, structural cues, meaning cues, self-monitoring, fluency</p>
	Identify text features for comprehending texts	Identify text features (e.g. visual cues, table of contents, index, etc.) to understand various texts	
	Use strategies for analyzing and understanding words	<p>Develops awareness of concepts of print</p> <p>Develops awareness of phonological and phonemic awareness</p> <p>Develops awareness of word-solving strategies</p> <p>Develops awareness of alphabetic principles</p> <p>Understands words based upon environmental cues</p>	<p>Applies knowledge of concepts of print</p> <p>Applies knowledge of phonological and phonemic awareness</p> <p>Applies knowledge of word-solving strategies</p> <p>Applies knowledge of alphabetic principles</p> <p>Understands words in multiple contexts</p> <p>Applies knowledge of idiomatic and figurative language to comprehend words</p>

Develops awareness of words used idiomatically and figuratively


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<i>Learning Priority</i>	<i>Focus Areas</i>	<i>Grades PK-2 Learning Continuum</i> 
E7: Construct and present informed, logical, and ethical positions on issues	Use reliable sources to communicate information	Choose and present information through shared activities using varied valid sources appropriate to purpose → Choose and present information from varied valid sources appropriate to purpose
	Take a position and create an argument	Distinguish between fact and opinion → Use information from varied and valid sources to form opinions

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<i>Learning Priority</i>	<i>Focus Areas</i>	<i>Grades PK-2 Learning Continuum</i> 
R7: Make informed, logical, ethical decisions, and/or judgments based on a variety of perspectives	Use critical thinking to analyze texts	Differentiate among statements of fantasy and reality
	Identify multiple perspectives within and among texts	Recognize multiple perspectives in complex scenarios (e.g. dramatic play, playground situations, etc.) → Realize that texts can be interpreted from multiple perspectives
	Use a process to evaluate perspectives	Attends to the teacher's modeling of decision making based upon multiple perspectives (e.g. making predictions and inferences, etc.) → Understand that decisions and judgments are based on multiple perspectives of texts
	Analyze texts to determine how values and purpose influence a point of view	