National Center and State Collaborative

Reading Instructional Families –
Foundational Skills

National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

These materials and documents were developed under the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant and are consistent with its goals and foundations. Any changes to these materials are to be consistent with their intended purpose and use as defined by NCSC.

This document is available in alternative formats upon request.

National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)[1], Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.

District of Columbia

Pacific Assessment Consortium (PAC-6)

U.S. Virgin Islands
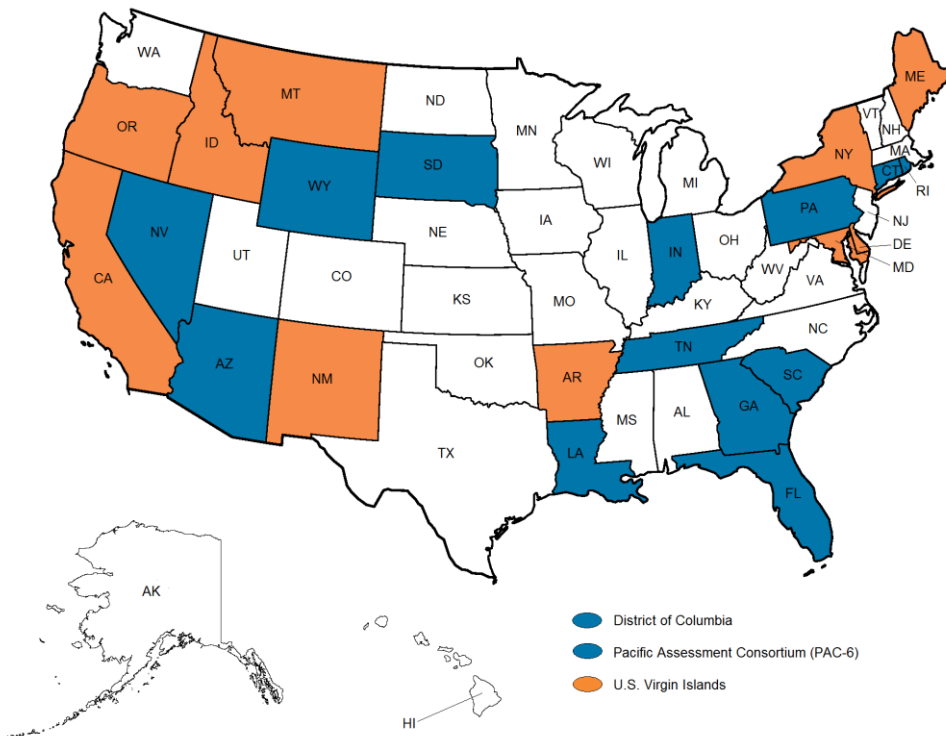
*Core partner states are blue in color and Tier II states are orange in color.

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[1] The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).

National Center and State Collaborative

The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.

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Reading Instructional Families – Foundational Skills

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Instructional Families (CCSS Anchors & Anchor Standards (AS))	**Grade K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
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	(K-4) Elementary School Learning Targets	(5-8) Middle School Learning Targets	(9-12) High School Learning Targets
	E.RWL Read and comprehend words with accuracy and fluency: Read high frequency and grade-level words; apply knowledge of phonics, word structure, word relationships, and context to read and understand unfamiliar words in connected text; distinguish between literal and interpretive meanings. *E.HD* Use self-selected print/non-print texts and self-monitoring strategies and tools to: • Comprehend texts and enjoy reading; • Explore and improve written and oral communication.	*M.RWL* Read texts of increasing complexity with accuracy, fluency, and comprehension: Apply knowledge of word structure, context, and use of reference materials to determine intended word meaning and purpose; expand vocabulary use (connotation and denotation) to reading tasks across content areas and genres. *M.HD* Use self-selected print/non-print texts, self-monitoring strategies and tools, and goal setting to: • Comprehend, sustain, and enjoy reading; • Improve and expand written and oral communication.	*H.RWL* Read a range of text genres of increasing complexity with accuracy, fluency, and comprehension: Expand conceptual understanding and breadth of vocabulary use to multiple contexts (literary, historical, technical, political, cultural, social); apply content knowledge, use of resources, and word analysis skills to interpret and evaluate the intent and impact of authors' word choice(s). *H.HD* Use self-selected print/non-print texts and self-monitoring strategies and tools to: • Expand personal and academic knowledge; • Reflect on perspectives of self, others, and the world through oral and written communication.

Instructional Families (CCSS Anchors & Anchor Standards (AS))	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9/10	Grade 11/12
Comprehension and Collaboration CCSS AS: SL1: Effectively Participate in Range of Conversations SL2: Integrate Information from Diverse Media and Formats SL3: Evaluate Point of View/Use of Evidence											

Reading Foundational Skills: Grades K-5

(K-4) Elementary School Learning Targets	(Grade 5) Middle School Learning Targets
E.RWL Read and comprehend words with accuracy and fluency: Read high frequency and grade-level words; apply knowledge of phonics, word structure, word relationships, and context to read and understand unfamiliar words in connected text; distinguish between literal and interpretive meanings.	**M.RWL** Read texts of increasing complexity with accuracy, fluency, and comprehension: Apply knowledge of word structure, context, and use of reference materials to determine intended word meaning and purpose; expand vocabulary use (connotation and denotation) to reading tasks across content areas and genres.
E.HD Use self-selected print/non-print texts and self-monitoring strategies and tools to: • Comprehend texts and enjoy reading; • Explore and improve written and oral communication.	**M.HD** Use self-selected print/non-print texts, self-monitoring strategies and tools, and goal setting to: • Comprehend, sustain, and enjoy reading; • Improve and expand written and oral communication.

Print Concepts

RF1: Recognizing Characteristics of Printed Material	
K.RI.a1 K.RL.a1	Demonstrate a response (e.g., nod, smile, clap, vocalization, and sustained look) to informational or literary text read, read aloud, or viewed. **No CCSS linked**
K.RI.b1 K.RL.b1	Locate words and illustrations in stories, informational texts. **No CCSS linked**
K.RI.b2 K.RL.b2	Distinguish front of book from back of book. **K.RI.5**
K.RI.b3 K.RL.b3	Identify the title of an informational text, story or poem, or the title page. **K.RI.5**
K.RI.b4 K.RL.b4	Place book in an upright position to read. **No CCSS linked**
K.RI.b5 K.RL.b5	During shared reading activities, indicate need to turn the page for continued reading of a story/text. **K.RF.1a**
K.RI.b6 K.RL.b6	During shared reading activities, text point: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in stories, an informational text. **K.RF.1a; K.RF.1b**
K.RI.b7 K.RL.b7	Identify familiar written words when spoken (e.g., Show me the word "Tony.") **K.RF.1b; K.RF.2**
K.RI.b8 K.RL.b8	Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences. **K.RF.1a; K.RF.1b**
K.RI.b9 K.RL.b9	Recognize that words are separated by spaces in print. **K.RF.1a; K.RF.1c**
K.RWL.b1	Identify or name uppercase letters of the alphabet. **K.RF.1d**
K.RWL.b2	Identify or name lowercase letters of the alphabet. **K.RF.1d**
1.RI.a1 1.RL.a1	Demonstrate a response (e.g., nod, smile, clap, vocalization, and sustained look) to text read, read aloud, or viewed. **No CCSS linked**
1.RI.b1 1.RL.b1	Locate words and illustrations in stories, informational texts. **No CCSS linked**
1.RI.b2 1.RL.b3	During shared reading activities, indicate need to turn the page for continued reading of a story/text. **K.RF.1a**
1.RI.b3 1.RL.b2	During shared reading activities, text point: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in text. **K.RF.1a**
1.RI.b4 1.RL.b4	Recognize that words are separated by spaces in print. **K.RF.1b; K.RF.1c**
1.RI.b5 1.RL.b5	Recognize the distinguishing features of a sentence (e.g., first word, capitalization). **1.RF.1a**
1.RWL.b1	Identify or name uppercase letters of the alphabet. **K.RF.1d**
1.RWL.b2	Identify or name lowercase letters of the alphabet. **K.RF.1d**

Reading Foundational Skills: Grades K-5

(K-4) Elementary School Learning Targets	(Grade 5) Middle School Learning Targets
E.RWL Read and comprehend words with accuracy and fluency: Read high frequency and grade-level words; apply knowledge of phonics, word structure, word relationships, and context to read and understand unfamiliar words in connected text; distinguish between literal and interpretive meanings.	**M.RWL** Read texts of increasing complexity with accuracy, fluency, and comprehension: Apply knowledge of word structure, context, and use of reference materials to determine intended word meaning and purpose; expand vocabulary use (connotation and denotation) to reading tasks across content areas and genres.
E.HD Use self-selected print/non-print texts and self-monitoring strategies and tools to: • Comprehend texts and enjoy reading; • Explore and improve written and oral communication.	**M.HD** Use self-selected print/non-print texts, self-monitoring strategies and tools, and goal setting to: • Comprehend, sustain, and enjoy reading; • Improve and expand written and oral communication.

Phonological Awareness

RF2: Demonstrating Phonological Awareness	
K.RWL.b5	Recognize rhyming words. **K.RF.2a**
K.RWL.b6	Produce rhyming words. **K.RF.2a**
K.RWL.b7	Count syllables in spoken words. **K.RF.2b**
K.RWL.b8	Blend and segment syllables in spoken words. **K.RF.2b**
K.RWL.b9	Blend and segment onsets and rimes of single-syllable spoken words. **K.RF.2c**
K.RWL.b10	Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends). **K.RF.2b**
K.RWL.b11	Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends). **K.RF.2d**
K.RWL.b12	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **K.RF.2e**
1.RWL.b5	Recognize rhyming words. **K.RF.2a**
1.RWL.b6	Produce rhyming words. **K.RF.2a**
1.RWL.b7	Produce single-syllable words by blending sounds (phonemes) including consonant blends. **1.RF.2b**
1.RWL.b8	Isolate and/or produce initial sound in consonant-vowel-consonant (CVC) words. **1.RF.2c**
1.RWL.b9	Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words. **1.RF.2c**
1.RWL.b10	Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words. **1.RF.2c**
1RWL.b11	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **1.RF.2d**
1.RWL.c6	Identify long or short vowel sounds in spoken single-syllable words. **1.RF.2a**
2.RWL.b1	Produce single-syllable words by blending sounds (phonemes), including consonant blends. **1.RF.2b**
2.RWL.b2	Isolate and/or produce initial, medial vowel, and/or final sounds in consonant-vowel-consonant (CVC) words. **1.RF.2c**
2.RWL.b3	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **1.RF.2d**

Reading Foundational Skills: Grades K-5

(K-4) Elementary School Learning Targets	(Grade 5) Middle School Learning Targets
E.RWL Read and comprehend words with accuracy and fluency: Read high frequency and grade-level words; apply knowledge of phonics, word structure, word relationships, and context to read and understand unfamiliar words in connected text; distinguish between literal and interpretive meanings.	**M.RWL** Read texts of increasing complexity with accuracy, fluency, and comprehension: Apply knowledge of word structure, context, and use of reference materials to determine intended word meaning and purpose; expand vocabulary use (connotation and denotation) to reading tasks across content areas and genres.
E.HD Use self-selected print/non-print texts and self-monitoring strategies and tools to: • Comprehend texts and enjoy reading; • Explore and improve written and oral communication.	**M.HD** Use self-selected print/non-print texts, self-monitoring strategies and tools, and goal setting to: • Comprehend, sustain, and enjoy reading; • Improve and expand written and oral communication.

Phonics and Word Recognition

RF3: Applying Phonics and Word Recognition	
K.RWL.b3	Recognize the sound(s) for each letter. **K.RF.3a**
K.RWL.b4	Produce the sound(s) for each letter. **K.RF.3a**
K.RWL.c1	Identify words with long and short vowel sounds for the five major vowel sounds. **K.RF.3b**
K.RWL.c2	Identify the sound that differs between two similarly spelled words. **K.RF.3d**
K.RWL.d1	Read common kindergarten high frequency words by sights. **K.RF.3c**
1.RWL.b3	Recognize the sound(s) for each letter. **K.RF.3a**
1.RWL.b4	Produce the sound(s) for each letter. **K.RF.3a**
1.RWL.c1	Identify words with long and short vowel sounds for the five major vowel sounds. **K.RF.3b**
1.RWL.c2	Identify the sound that differs between two similarly spelled words. **K.RF.3d**
1.RWL.c3	Identify common consonant digraphs using their sound correspondence (e.g., write/state/select "ch" when sounded out). **1.RF.3b**
1.RWL.c4	Decode regularly spelled CVC words. **1.RF.3b**
1.RWL.c5	Recognize silent e as the reason the vowel sound is a long vowel sound in a word. **1.RF.3c**
1.RWL.c7	Read or identify frequently occurring words with inflectional endings. **1.RF.3f**
1.RWL.d1	Recognize grade-appropriate irregularly spelled words. **1.RF.3g**
1RWL.d2	Identify grade-level words with accuracy and appropriate rate on successive attempts. **1.RF.3g**
2.RWL.c2	Identify long and short vowels in regularly spelled one-syllable words. **2.RF.3a**
2.RWL.c3	Decode regularly spelled one-syllable words with long vowels. **2.RF.3c**
2.RLW.c4	Decode regularly spelled two-syllable words with long vowels. **2.RF.3c**
2.RWL.c5	Decode words with common prefixes and suffixes. **2.RF.3d**
2.RWL.d1	Recognize and/or read grade appropriate irregularly spelled words. **2.RF.3d**
2.RWL.d2	Identify grade level words with accuracy and on successive attempts. **2.RF.4b**
3.RWL.g3	Decode regularly spelled one-syllable words with long vowels. **2.RF.3c**
3.RLW.g4	Decode regularly spelled two-syllable words with long vowels. **2.RF.3c**
3.RWL.g5	Decode multisyllable words. **3.RF.3c**
3.RWL.h1	Recognize and/or read grade appropriate irregularly spelled words. **3.RF.3d**
3.RWL.h2	Identify grade level words with accuracy. **3.RF.4b**
4.RWL.g1	Use letter-sound correspondences, syllabication patterns, and morphology (e.g., affixes) to identify and/or read multisyllabic words. **4.RF.3a**
4.RWL.h1	Recognize and/or read grade appropriate irregularly spelled words. **3.RF.3d**
4.RWL.h2	Identify grade-level words with accuracy and on successive attempts. **4.RF.3a**
5.RWL.b1	Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context. **5.RF.3a**

Reading Foundational Skills: K-Middle School

(K-4) Elementary School Learning Targets	(Grade 5-6) Middle School Learning Targets
E.RWL Read and comprehend words with accuracy and fluency: Read high frequency and grade-level words; apply knowledge of phonics, word structure, word relationships, and context to read and understand unfamiliar words in connected text; distinguish between literal and interpretive meanings.	**M.RWL** Read texts of increasing complexity with accuracy, fluency, and comprehension: Apply knowledge of word structure, context, and use of reference materials to determine intended word meaning and purpose; expand vocabulary use (connotation and denotation) to reading tasks across content areas and genres.
E.HD Use self-selected print/non-print texts and self-monitoring strategies and tools to: • Comprehend texts and enjoy reading; • Explore and improve written and oral communication.	**M.HD** Use self-selected print/non-print texts, self-monitoring strategies and tools, and goal setting to: • Comprehend, sustain, and enjoy reading; • Improve and expand written and oral communication.

Fluency

RF4: Reading with Fluency	
K.RWL.d2	Participate in reading emergent-reader texts. **K.RF.4**
1.RWL.d3	Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings. **1.RF.4b**
1.HD.e1	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions) **1.RF.4c**
2.RWL.d3	Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings. **2.RF.4b**
2.RWL.e3	Use context to confirm or self-correct word recognition. **2.RF.4c**
2.HD.e3	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions). **2.RF.4c**
2.HD.f1	Explain what information or strategy was used to help comprehend text. **No CCSS link**
2.HD.f2	Evaluate if a "fix-up" or comprehension strategy was effective or not for a given topic or text. **No CCSS link**
3.RWL.h3	Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings. **3.RF.4b**
3.RWL.i1	Use context to confirm or self-correct word recognition. **3.RF.4c**
3.HD.j1	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions). **3.RF.4c**
3.HD.l1	Explain what information or strategy was used to help comprehend text. **No CCSS link**
3.HD.l2	Evaluate if a "fix-up" or comprehension strategy was effective or not for a given topic or text. **No CCSS link**
3.HD.m1	With guidance and support from peers and adults, develop and strengthen reading skills. **No CCSS link**
4.RWL.h3	Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings. **4.RF.4b**
4.RWL.i1	Use context to confirm or self-correct word recognition. **4.RF.4c**
4.HD.j1	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions). **4.RF.4c**
4.HD.l1	Explain what information or strategy was used to help comprehend text. **No CCSS link**
4.HD.l2	Evaluate if a "fix-up" or comprehension strategy was effective or not for a given topic or text. **No CCSS link**
4.HD.m1	With guidance and support from peers and adults, develop and strengthen reading skills. **No CCSS link**
5.RWL.a1	Use context to confirm or self-correct word recognition. **5.RF.4c**
5.HD.c1	Utilize different comprehension strategies depending upon the text or adapted text or literacy task. **No CCSS link**
5.HD.f1	Monitor reading progress (within decoding, fluency, vocabulary or comprehension) and use data to set or adjust personal goals. **No CCSS link**
6.HD.c1	Utilize different comprehension strategies depending upon the text or adapted text or literacy task. **No CCSS link**
6.HD.f1	Monitor reading progress (within decoding, fluency, vocabulary or comprehension) and use data to set or adjust personal goals. **No CCSS link**

Speaking and Listening: Grades K-12

(K-4) Elementary School Learning Targets	(5-8) Middle School Learning Targets	(9-12) High School Learning Targets
E.HD Use self-selected print/non-print texts and self-monitoring strategies and tools to: • Comprehend texts and enjoy reading; • Explore and improve written and oral communication.	**M.HD** Use self-selected print/non-print texts, self-monitoring strategies and tools, and goal setting to: • Comprehend, sustain, and enjoy reading; • Improve and expand written and oral communication.	**H.HD** Use self-selected print/non-print texts and self-monitoring strategies and tools to: • Expand personal and academic knowledge; • Reflect on perspectives of self, others, and the world through oral and written communication.
E.RWL Read and comprehend words with accuracy and fluency: Read high frequency and grade-level words; apply knowledge of phonics, word structure, word relationships, and context to read and understand unfamiliar words in connected text; distinguish between literal and interpretive meanings.	**M.RWL** Read texts of increasing complexity with accuracy, fluency, and comprehension: Apply knowledge of word structure, context, and use of reference materials to determine intended word meaning and purpose; expand vocabulary use (connotation and denotation) to reading tasks across content areas and genres.	**H.RWL** Read a range of text genres of increasing complexity with accuracy, fluency, and comprehension: Expand conceptual understanding and breadth of vocabulary use to multiple contexts (literary, historical, technical, political, cultural, social); apply content knowledge, use of resources, and word analysis skills to interpret and evaluate the intent and impact of authors' word choice(s).

Comprehension and Collaboration

SL1: Effectively Participate in Range of Conversations	
K.HD.c1	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **K.SL.1a**
K.HD.d4	Share information from a selected permanent product or a favorite text. **K.SL.6**
K.HD.e1	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **K.SL.3**
1.HD.a1	Ask questions about information presented (orally or in writing) in order to clarify something that is not understood. **1.SL.3**
1.HD.a2	Ask questions to clear up any confusion about the topics or texts under discussion. **1.SL.1c**
1.HD.c4	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). **1.SL.1a**
1.HD.c5	Build on others' talk in conversations by responding to the comments of others through multiple exchanges. **1.SL.1b**
1.HD.d1	Engage in small or large group discussions by sharing one's own writing. **1.SL.6**
1.HD.d4	Retell a favorite text, including key details. **1.RL.2; 1.SL.4**
2.HD.a1	Ask for clarification and further explanation about topics and texts under discussion. **2.SL.1d**
2.HD.a2	Ask questions about information presented (orally or in writing) in order to clarify something that is not understood. **2.SL.3**
2.HD.c1	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion). **2.SL.1a**
2.HD.c2	Build on others' talk in conversations by linking their comments to the remarks of others. **2.SL.1b**
2.HD.d3	Engage in small or large group discussions by sharing one's own writing. **2.SL.4**
3.HD.i1	Provide evidence of being prepared for discussions on a topic, text, or adapted text through appropriate statements made during discussion. **3.SL.1a**
3.HD.i2	Ask questions to check understanding of information presented in collaborative discussions. **3.SL.1c**
3.HD.i3	Link personal ideas and comments to the ideas shared by others in collaborative discussions. **3.SL.1c**
3.HD.i4	Express ideas and understanding in light of collaborative discussions. **3.SL.1d**
4.HD.i1	Provide evidence of being prepared for discussions on a topic, text, or adapted text through appropriate statements made during discussion. **4.SL.1a**
4.HD.i2	Ask questions to check understanding of information presented in collaborative discussions. **4.SL.1c**
4.HD.i3	Make appropriate comments that contribute to a collaborative discussion. **4.SL.1c**

4.HD.i4	Review the key ideas expressed within a collaborative discussion. **4.SL.1d**
4.RI.i5	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **4.RI.1; 4.SL.1**
5.HD.e1	Make appropriate comments that contribute to a collaborative discussion. **5.SL.1c**
5.HD.e2	Review the key ideas expressed within a collaborative discussion. **5.SL.1d**
6.HD.e1	Make appropriate comments that contribute to a collaborative discussion. **6.SL.1c**
6.HD.e2	Review the key ideas expressed within a collaborative discussion linking multiple perspectives together. **6.SL.1d**
7.HD.i1	Use information and feedback to refine understanding or products. **7.SL.1e**
7.HD.j1	Use information and feedback to refine own thinking. **7.SL.1d**
8.HD.i1	Use information and feedback to refine understanding. **8.SL.1d**
8.HD.j1	Use information and feedback to clarify meaning for readers. **8.SL.1d**
910.HD.b1	Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text. **910.SL.1c**
910.HD.b2	Summarize points of agreement and disagreement within a discussion on a given topic or text. **910.SL.1d**
910.HD.b3	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding. **910.SL.1d**
910.HD.h1	Work with peers to set rules for collegial discussions and decision-making. **910.SL.1b**
910.HD.h2	Actively seek the ideas or opinions of others in a discussion on a given topic or text. **910.SL.1c**
910.HD.h3	Engage appropriately in discussion with others who have a diverse or divergent perspective. **910.SL.1d**
1112.HD.b1	Consider a full range of ideas or positions on a given topic or text when presented in a discussion. **1112.SL.1c**
1112.HD.b2	Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text. **1112.SL.1c**
1112.HD.b3	Summarize points of agreement and disagreement within a discussion on a given topic or text. **910.SL.1d**
1112.HD.b4	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding. **1112.SL.1d**
1112.HD.h1	Work with peers to promote democratic discussions. **1112.SL.1b**
1112.HD.h2	Actively seek the ideas or opinions of others in a discussion on a given topic or text. **1112.SL.1c**
1112.HD.h3	Engage appropriately in discussion with others who have diverse or divergent perspectives. **1112.SL.1d**

SL2: Integrate Information from Diverse Media and Formats	
K.HD.a2	With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood. **K.SL.2**
K.HD.a3	Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details. **K.SL.2**
1.HD.d3	Engage in small or large group discussion of favorite texts or topics presented orally or through other media. **1.SL.2**
2.HD.d2	Engage in small or large group discussion of favorite texts presented orally or through other media. **2.SL.2**
4.RL.i5	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **4.RL.1; 4.SL.2**
5.RL.f1	Determine the narrative point of view of a text read, read aloud or viewed. **5.RL.6; 5.SL.2**
7.HD.h1	Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy. **7.SL.2**
7.HD.h2	Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text, or issue under study. **7.SL.2**
8.HD.h1	Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media). **8.SL.2**
8.HD.h2	Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media). **8.SL.2**
910.HD.c1	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text. **910.SL.2**
1112.HD.c1	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text. **1112.SL.2**

SL3: Evaluate Point of View/Use of Evidence	
3.RI.k4	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **3.RI.8; 3.SL.3**
3.HD.k1	Explain preferences for favorite authors, topics, and/or genres. **No CCSS link**
4.RL.k3	Identify the reasons and evidence a speaker provides to support particular points. **4.RI.2; 4.SL.3**
4.RI.k4	Identify the reasons and evidence a speaker provides to support particular points. **4.RI.8; 4.SL.3**
4.HD.k1	Explain preferences for favorite authors, topics, and/or genres. **No CCSS link**
5.RI.g3	Identify a speaker's points or claims. **5.RI.8; 5.SL.3**
5.RI.c6	Summarize the points a speaker makes. **5.RI.8; 5.SL.3**
5.RI.g4	Identify reasons and evidence that a speaker provides to support points or claims. **5.RI.8; 5.SL.3**
7.HD.h3	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument. **7.SL.3**
8.HD.h3	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument. **8.SL.3**
8.HD.h4	Identify when irrelevant evidence is introduced within an argument. **8.SL.3**