

ICS Elementary Language Arts (Reading, Writing, Listening and Speaking, Research) Standards and Benchmarks

(developed with reference to documents from American Education Reaches Out (AERO), Mid-continent Research for Education and Learning (McREL), and International School of Luxembourg)

R1: Students will read fluently with understanding using the skills and strategies of the reading process.

Kindergarten 3&4	Kindergarten 5	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
R1a: Use illustrations to tell a story.	R1a: Use illustrations to tell a story.					
R1b: Understand that print, illustrations and pictures convey meaning.	R1b: Match printed letters to their names and sounds.					
	R1c: Display developing ability to decode two and three-letter words.	R1c: Decode words using a variety of reading strategies, including phonics and letter patterns.	R1c: Decode words using a variety of reading strategies, including phonics, syllabication, and recognition of word parts.	R1c: Apply knowledge of word relationships, root words, prefixes, and suffixes to decode words accurately and gain some meaning.	R1c: Apply knowledge of word relationships, root words, prefixes, suffixes, synonyms, antonyms, and derivations to decode and determine the meaning of words.	R1c: Apply knowledge of word relationships, root words, prefixes, suffixes, synonyms, antonyms, and derivations to decode and determine the meaning of words.
	R1d: Read simple, familiar texts accurately.	R1d: Read a variety of texts aloud with grade-appropriate fluency, accuracy, pacing, intonation, and expression.	R1d: Read a variety of texts aloud with grade-appropriate fluency, accuracy, pacing, intonation, and expression.	R1d: Read a variety of texts silently and aloud with grade-appropriate fluency, accuracy, pacing, intonation, and expression.	R1d: Read a variety of texts silently and aloud with grade-appropriate fluency, accuracy, pacing, intonation, and expression.	R1d: Read a variety of texts silently and aloud with grade-appropriate fluency, accuracy, pacing, intonation, and expression.
		R1e: Use picture clues, a dictionary, or a glossary to determine the	R1e: Use a dictionary or glossary to determine meanings of words.	R1e: Use a dictionary as a tool for reading (e.g. pronunciation, parts of speech, meaning).	R1e: Use a dictionary as a tool for reading (e.g. pronunciation, parts of speech, meaning).	R1e: Use a dictionary as a tool for reading (e.g. pronunciation, parts of speech, meaning).

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		meanings of words.				
				R1f: Begin to use appropriate strategies when reading for different purposes (e.g. full comprehension, following multi-step instructions, personal enjoyment).	R1f: Use appropriate strategies when reading for different purposes (e.g. full comprehension, following multi-step instructions, personal enjoyment).	R1f: Use appropriate strategies when reading for different purposes (e.g. full comprehension, following multi-step instructions, personal enjoyment).
					R1g: Begin to use idioms and similes to infer literal and figurative meanings of phrases.	R1g: Use idioms, similes, metaphors to infer literal and figurative meanings of phrases.

R2: Students will comprehend, respond to, and analyze a wide variety of texts while being able to recognize and evaluate how language, literary devices, and literary elements contribute to the meaning and impact of the texts.

Kindergarten 3&4	Kindergarten 5	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
R2a: Recognize and value literature.	R2a: Recognize and value many kinds of literature.	R2a: Recognize and value many kinds of literature.	R2a: Recognize and value many kinds of literature.	R2a: Recognize and value many kinds of literature.	R2a: Recognize and value many kinds of literature.	R2a: Recognize and value many kinds of literature.
R2b: Connect stories with personal experiences.	R2b: Connect stories with personal experiences.	R2b: Connect stories with personal experiences.	R2b: Connect stories with personal experiences.	R2b: Make connections between actions of literary characters and of self confronting similar situations.	R2b: Make connections between actions of literary characters and of self confronting similar situations.	R2b: Make connections between actions of literary characters and of self confronting similar situations.
R2c: Retell a story.	R2c: Retell a story.	R2c: Retell a story in writing or orally using own words.	R2c: Retell a story in writing or orally using own words.	R2c: Retell a story in writing or orally using own words, being sure to include important details.	R2c: Retell or summarize a story in writing or orally, being sure to include significant details.	R2c: Retell or summarize a story in writing or orally, being sure to include significant details.

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Respond to literature, such as answering questions about a story, drawing a picture, or telling about a favorite part.	Produce written, oral, or other forms of responses to literature (e.g. puppet shows, skits).	Produce written, oral, or other forms of responses to literature (e.g. puppet shows, skits).	Produce written, oral, <u>and</u> other forms of responses to literature (e.g. puppet shows, skits) which contain the main idea and the most significant details.	Produce written and oral responses to literature that demonstrate an understanding of the literary work, including main idea and significant details.	Produce written and oral responses to literature that demonstrate an understanding of the literary work (including main idea and significant details) and that support judgments through references to text and to prior knowledge.	Produce written and oral responses to literature that demonstrate an understanding of the literary work (including main idea and significant details) and that support judgments through references to text and to prior knowledge.
		R2j: Recognize genre features of fiction and non-fiction.	R2j: Recognize genre features of fiction and non-fiction, folk-tales, chapter books.	R2j: Describe the structural differences of various forms of literature (e.g. fairy tales, fables, myths, biographies).	R2j: Describe the structural differences of various forms of literature (e.g. fairy tales, fables, myths, biographies).	R2j: Describe the structural differences of various forms of literature (e.g. fairy tales, fables, myths, biographies).
		R2k: Distinguish poetry from other forms of literature.	R2k: Distinguish poetry from other forms of literature and identify the use of rhyme, rhythm, and alliteration.	R2k: Determine the characteristics of different forms of poetry and produce written or oral responses (e.g. haiku, limericks, free verse).	R2k: Determine the characteristics of different forms of poetry and produce written or oral responses (e.g. haiku, limericks, free verse).	R2k: Determine the characteristics of different forms of poetry and produce written or oral responses (e.g. haiku, limericks, free verse).
					R2m: Identify and define the presence of figurative language in literary works, including similes, metaphors, and personification.	R2m: Identify and define the presence of figurative language in literary works, including similes, metaphors, hyperboles, and personification.

R3: Students will apply skills and strategies appropriate for reading and comprehending non-fiction texts.

Kindergarten 3&4	Kindergarten 5	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
R3a: Understand that knowledge can be gained through reading.	R3a: Communicate understanding that knowledge can be gained through reading.	R3a: Produce written or oral works that demonstrate knowledge gained from reading.	R3a: Summarize and paraphrase information gained through reading.	R3a: Produce summaries of non-fiction texts, accurately conveying the main idea.	R3a: Produce summaries of non-fiction texts, accurately conveying the main idea and the most significant details.	R3a: Produce summaries of non-fiction texts, accurately conveying the main idea and the most significant details.
		R3b: Distinguish between fact and opinion in informational text.	R3b: Distinguish between fact and opinion in informational text.	R3b: Distinguish between fact and opinion in expository text.	R3b: Distinguish between fact and opinion in expository text.	R3b: Distinguish between fact and opinion in expository text.
		R3c: Identify structural patterns in informational text (e.g. compare/contrast, cause/effect, sequence) to strengthen comprehension.	R3c: Identify structural patterns in informational text (e.g. compare/contrast, cause/effect, sequence) to strengthen comprehension.	R3c: Use structural patterns in informational text (e.g. compare/contrast, cause/effect, sequence) to strengthen comprehension.	R3c: Use structural patterns in informational text (e.g. compare/contrast, cause/effect, sequence) to strengthen comprehension.	R3c: Use structural patterns in informational text (e.g. compare/contrast, cause/effect, sequence) to strengthen comprehension.
		R3d: Use heading and topic sentences to determine the main idea of informational text.	R3d: Use heading, topic sentences, and graphic organizers to determine main ideas and to locate information in expository text.	R3d: Use text organizers (e.g. headings, topic and summary sentences, graphic features) to determine main ideas and locate information in expository texts.	R3d: Use text organizers (e.g. headings, topic and summary sentences, graphic features) to determine main ideas and locate information in expository texts.	R3d: Use text organizers (e.g. headings, topic and summary sentences, graphic features) to determine main ideas and locate information in expository texts.
				R3e: Evaluate new information and	R3e: Evaluate new information and	R3e: Evaluate new information and

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				hypotheses by testing them against known information and ideas.	hypotheses by testing them against known information and ideas, including generating and responding to essential questions.	hypotheses by testing them against known information and ideas, including generating and responding to essential questions.
				R3f: Identify the defining characteristics of a variety of informational texts (e.g. textbooks, biographical sketches, letters, diaries, directions, procedures, magazines).	R3f: Identify the defining characteristics of a variety of informational texts (e.g. textbooks, biographical sketches, letters, diaries, directions, procedures, magazines).	R3f: Identify the defining characteristics of a variety of informational texts (e.g. textbooks, biographical sketches, letters, diaries, directions, procedures, magazines).

W1: Students will write with a command of informal and formal English using correct mechanics and grammar.

Kindergarten 3&4	Kindergarten 5	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
W1a: Experiment with the formation of manuscript letters.	W1a: Use conventions of manuscript print (e.g. upper and lowercase letters, write left-to-right and top-to-bottom, spaces words and sentences).	W1a: Use conventions of manuscript print to write fluidly and legibly.	W1a: Use conventions of manuscript print to write fluidly and legibly. Begin to write in cursive script.	W1a: Write fluidly and legibly in manuscript and cursive print.	W1a: Write fluidly and legibly in manuscript and cursive print.	W1a: Write fluidly and legibly in manuscript and cursive print.
W1b: Experiment with the mechanics of writing (e.g. writing letters in a line to stand for words and	W1b: Begin to write complete sentences.	W1b: Write complete sentences.	W1b: Write simple and compound sentences.	W1b: Write simple and compound sentences.	W1b: Write simple, compound, and complex sentences, including appositives, participial phrases,	W1b: Write simple, compound, and complex sentences, including appositives, participial phrases,

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sentences)					adjectives, adverbs, and prepositional phrases.	adjectives, adverbs, and prepositional phrases.
		W1c: Identify and use nouns, pronouns, and verbs (regular and irregular) with correct subject-verb agreement.	W1c: Identify and use nouns, pronouns, verbs, and adjectives correctly.	W1c: Identify and use the basic parts of speech (e.g. nouns, verbs, pronouns, adjectives and adverbs) correctly.	W1c: Identify and use the basic parts of speech (e.g. nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions) correctly.	W1c: Identify and use the basic parts of speech (e.g. nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions) correctly.
		W1d: Identify and use appropriate capitalization (beginnings of sentences, names) and punctuation (periods, question marks, and exclamation marks) within the selected internationally recognized system.	W1d: Identify and use appropriate capitalization (including proper nouns, titles) and punctuation (end marks, commas in a series of words, and apostrophes) within the selected internationally recognized system.	W1d: Identify and use appropriate capitalization (including titles, proper nouns) and punctuation (including commas, apostrophes, and quotation marks) within the selected internationally recognized system.	W1d: Identify and use appropriate capitalization (including titles, proper nouns, first word of quotations) and punctuation (including commas, apostrophes, quotation marks, and underlining) within the selected internationally recognized system.	W1d: Identify and use appropriate capitalization (including titles, proper nouns, first word of quotations) and punctuation (including commas, apostrophes, quotation marks, and underlining) within the selected internationally recognized system.
		W1e: Use spelling conventions consistent with the selected internationally recognized system (high frequency words, phonetically regular words).	W1e: Use appropriate spelling conventions within the selected internationally recognized system (high frequency words, phonetically regular words, commonly misspelled words from an age-appropriate list).	W1e: Use spelling conventions consistent with the selected internationally recognized system (high frequency words, initial consonant substitutions to spell related words, commonly misspelled words from an age-	W1e: Use spelling conventions consistent with the selected internationally recognized system (high frequency words, initial consonant substitutions to spell related words, commonly misspelled words from an age-	W1e: Use spelling conventions consistent with the selected internationally recognized system (high frequency words, initial consonant substitutions to spell related words, commonly misspelled words from an age-

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				appropriate list).	appropriate list; use compounds, roots, prefixes, suffixes, and syllable constructions).	appropriate list; use compounds, roots, prefixes, suffixes, and syllable constructions).
		W1f: Begin to edit and correct written works, concentrating on capitalization at the beginning of sentences and punctuation at the end.	W1f: Edit and correct written works, concentrating on capitalization at the beginning of sentences and punctuation at the end. Begin to edit and correct spelling.	W1f: Edit and correct work to reflect correct capitalization, punctuation, and spelling. Begin to edit and correct grammar.	W1f: Edit and correct written works to reflect correct capitalization, punctuation, spelling, and grammar.	W1f: Edit and correct written works to reflect correct capitalization, punctuation, spelling, and grammar.

W2: Students will write with clarity, logic, validity and effectiveness on a wide range of topics and for a variety of purposes and audiences.

Kindergarten 3&4	Kindergarten 5	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
W2a: Write experimentally for a variety of purposes.	W2a: Begin to use the writing process to produce writings independently for a variety of purposes.	W2a: Use a multi-step writing process (e.g. prewriting, drafting, revising, editing, publishing) to produce written works.	W2a: Use a multi-step writing process (e.g. prewriting, drafting, revising, editing, publishing) to produce written works.	W2a: Use a multi-step writing process (e.g. prewriting, drafting, revising, editing, publishing) to produce written works.	W2a: Use a multi-step writing process (e.g. prewriting, drafting, revising, editing, publishing) to produce written works.	W2a: Use a multi-step writing process (e.g. prewriting, drafting, revising, editing, publishing) to produce written works.
	W2b: Demonstrate understanding that writing has a purpose and meaning.	W2b: Write clear sentences.	W2b: Write clear, coherent sentences.	W2b: Write clear, coherent sentences.	W2b: Write clear, fluid sentences.	W2b: Write clear, fluid sentences.
	W2c: Begin to use strategies to organize written	W2c: Use strategies to organize written work (e.g. include	W2c: Use strategies to organize written work (e.g. include	W2c: Use strategies to organize written work according to	W2c: Use strategies to organize written work according to	W2c: Use strategies to organize written work according to

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	work (e.g. include beginning, middle, end; use a sequence of events).	beginning, middle, end; use a sequence of events).	beginning, middle, end; use a sequence of events).	type and purpose of writing.	type and purpose of writing.	type and purpose of writing.
		W2d: Begin to revise drafts for clarity and coherence.	W2d: Revise drafts for clarity and coherence.	W2d: Revise drafts to improve coherence and progression of information.	W2d: Revise drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	W2d: Revise drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.
		W2e: Revise written works to add descriptive words that increase interest and meaning.	W2e: Use descriptive words that add interest and meaning to written works.	W2e: Use descriptive language that clarifies and enhances the writing.	W2e: Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.	W2e: Use descriptive language that clarifies and enhances, using words specific and appropriate to the subject.
		W2f: Experiment with writing in a variety of genres (e.g. poetry, narratives, book reports, journals, letters, persuasive, instructions).	W2f: Write in a variety of genres (e.g. poetry, narratives, book reports, journals, letters, persuasive, instructions).	W2f: Write in a variety of genres, including narratives, poetry, persuasive, expository, short stories, and correspondence.	W2f: Write in a variety of genres, including narratives, poetry, persuasive, expository, short stories, and correspondence.	W2f: Write in a variety of genres, including narratives, poetry, persuasive, expository, short stories, and correspondence.
		W2g: Write a minimum of three clear, coherent sentences about a topic.	W2g: Write a brief paragraph (minimum of five sentences) with main idea and supporting details.	W2g: Write a brief essay (minimum of two paragraphs) that establishes and supports a main idea.	W2g: Write a multi-paragraph composition that provides an introductory paragraph, establishes and supports a central idea, includes supporting paragraphs, and concludes with a summary.	W2g: Write a multi-paragraph composition that provides an introductory paragraph; establishes and supports a central idea; includes supporting paragraphs that provide facts, details, explanations, and

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LS1b: Ask questions and respond to questions.	LS1b: Ask thoughtful questions and make relevant responses to questions.	LS1b: Ask thoughtful and various questions and make relevant responses to questions.	LS1b: Ask thoughtful and various questions and make relevant responses to questions with appropriate elaboration.	LS1b: Ask thoughtful and various questions and make relevant responses to questions with appropriate elaboration, including interpretive and evaluative questions.	LS1b: Ask thoughtful and various questions and make relevant responses to questions with appropriate elaboration, including interpretive and evaluative questions.	LS1b: Ask thoughtful and various questions and make relevant responses to questions with appropriate elaboration, including interpretive and evaluative questions.
LS1c: Follow simple oral directions.	LS1c: Follow oral directions.	LS1c: Follow oral directions.	LS1c: Follow oral directions.	LS1c: Follow multi-step oral directions.	LS1c: Follow multi-step oral directions.	LS1c: Follow multi-step oral directions.
LS1d: Participate appropriately when communicating with peers and adults by following conversation rules (e.g. take turns, make relevant comments, stay on topic).	LS1d: Participate appropriately in class discussions by following conversation rules (e.g. take turns, focus on the speaker, stay on topic).	LS1d: Participate appropriately in class discussions by following conversation rules (e.g. take turns, focus on the speaker, stay on topic).	LS1d: Participate appropriately in class and group discussions by following conversation rules (e.g. take turns, focus on the speaker, stay on topic).	LS1d: Participate appropriately in class and group discussions by following conversation rules (e.g. take turns, focus on the speaker, stay on topic, give feedback, eliminate barriers to effective listening).	LS1d: Participate appropriately in class and group discussions by following conversation rules (e.g. take turns, focus on the speaker, stay on topic, give feedback, eliminate barriers to effective listening).	LS1d: Participate appropriately in class and group discussions by following conversation rules (e.g. take turns, focus on the speaker, stay on topic, give feedback, eliminate barriers to effective listening).
		LS1e: Listen for specific information in spoken texts (e.g. plot details, information about a character, information about a topic, sequence of instructions).	LS1e: Listen for specific information in spoken texts (e.g. plot details, information about a character, information about a topic, sequence of instructions).	LS1e: Listen for specific information in spoken texts (e.g. plot details, information about a character, information about a topic, sequence of instructions).	LS1e: Listen for specific information in spoken texts (e.g. plot details, information about a character, information about a topic, sequence of instructions).	LS1e: Listen for specific information in spoken texts (e.g. plot details, information about a character, information about a topic, sequence of instructions).
			LS1f: Identify major ideas in age-appropriate oral messages and	LS1f: Identify major ideas in age-appropriate oral messages and	LS1f: Summarize major ideas and supporting evidence presented	LS1f: Summarize major ideas and supporting evidence presented

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			formal presentations.	formal presentations.	in oral messages and formal presentations.	in oral messages and formal presentations.
					LS1g: Identify how language (e.g. expressions, usage, dialect) expresses regions and culture.	LS1g: Identify how language (e.g. expressions, usage, dialect) expresses regions and culture.

LS2: Students will deliver coherent, well-focused oral presentations using informal or formal speech appropriate to the situation.

Kindergarten 3&4	Kindergarten 5	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
LS2a: Speak using complete sentences.	LS2a: Speak using complete sentences.	LS2a: Use a variety of sentence patterns in speech.	LS2a: Use a variety of sentence patterns in speech.	LS2a: Use details, examples, anecdotes, or experiences to explain or clarify information.	LS2a: Use details, examples, anecdotes, or experiences to explain or clarify information.	LS2a: Use details, examples, anecdotes, or experiences to explain or clarify information.
LS2b: Give simple directions.	LS2b: Give simple directions.	LS2b: Give clear directions.	LS2b: Give precise directions and instructions.	LS2b: Give precise directions and instructions.	LS2b: Give precise directions and instructions.	LS2b: Give precise directions and instructions.
LS2c: Present simple poems, chants, verses, rhymes, or songs.	LS2c: Recite simple poems, chants, verses, rhymes, or songs.	LS2c: Recite simple poems, chants, verses, rhymes, or songs, using clear diction, tempo, and volume.	LS2c: Recite simple poems, chants, verses, rhymes, or songs, using clear diction, tempo, and volume.	LS2c: Recite brief poems, verses, soliloquies, or dramatic dialogues using clear diction and appropriate tempo and volume.	LS2c: Recite brief poems, verses, soliloquies, or dramatic dialogues using clear diction and appropriate tempo and volume.	LS2c: Recite brief poems, verses, soliloquies, or dramatic dialogues using clear diction and appropriate tempo and volume.
LS2d: Tell stories from personal experience.	LS2d: Tell stories from personal experience, following a logical order.	LS2d: Maintain a clear focus, use logical sequence, and use details when recounting	LS2d: Maintain a clear focus, use logical sequence, and use details when recounting	LS2d: Begin to present effective introductions and conclusions that guide and inform the	LS2d: Present effective introductions and conclusions that guide and inform the listeners'	LS2d: Present effective introductions and conclusions that guide and inform the listeners'

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		experiences.	experiences or presenting information.	listeners' understanding of key ideas and evidence when recounting experiences or presenting information.	understanding of key ideas and evidence when recounting experiences or presenting information.	understanding of key ideas and evidence when recounting experiences or presenting information.
		LS2e: Use appropriate vocabulary (including correct grammar), voice, modulation, expression, and tone as determined by audience and purpose of presentation.	LS2e: Use appropriate vocabulary (including correct grammar), voice, modulation, expression, and tone as determined by audience and purpose of presentation.	LS2e: Use appropriate vocabulary (including correct grammar), voice, modulation, expression, and tone as determined by audience and purpose of presentation.	LS2e: Use appropriate vocabulary (including correct grammar), voice, modulation, expression, and tone as determined by audience and purpose of presentation.	LS2e: Use appropriate vocabulary (including correct grammar), voice, modulation, expression, and tone as determined by audience and purpose of presentation.
				LS2f: Use verbal and non-verbal cues (e.g. volume, pitch, gestures) to clarify meaning and emphasize points.	LS2f: Use verbal and non-verbal cues (e.g. volume, pitch, gestures) to clarify meaning and emphasize points.	LS2f: Use verbal and non-verbal cues (e.g. volume, pitch, gestures) to clarify meaning and emphasize points.
		LS2g: Make narrative and informative presentations.	LS2g: Make narrative and informative presentations.	LS2g: Make narrative and informative presentations that use clear diction, tempo, volume, and phrasing and are appropriate to audience and purpose.	LS2g: Make narrative and informative presentations that use clear diction, tempo, volume, and phrasing and are appropriate to audience and purpose.	LS2g: Make narrative and informative presentations that use clear diction, tempo, volume, and phrasing and are appropriate to audience and purpose.
					LS2h: Use traditional structures (e.g. cause/effect, compare/contrast, posing and answering a	LS2h: Use traditional structures (e.g. cause/effect, compare/contrast, posing and answering a

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					question) to convey oral information.	question) to convey oral information.
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RES1: Students will demonstrate a command of research skills.

Kindergarten 3&4	Kindergarten 5	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
RES1a: Demonstrate understanding of the need for research (e.g. looking in another book to find an answer to a question).	RES1a: Demonstrate understanding of the need for research and what tools are available to aid research.	RES1a: Locate information in reference sources by using organizational features (e.g. table of contents, glossary, index).	RES1a: Locate information in reference sources by using organizational features (e.g. table of contents, glossary, index).	RES1a: Locate information in reference sources by using organizational features (e.g. table of contents, glossary, index).	RES1a: Locate information in reference sources by using organizational features (e.g. table of contents, glossary, index).	RES1a: Locate information in reference sources by using organizational features (e.g. table of contents, glossary, index).
RES1b: Use the library regularly.	RES1b: Use the library regularly.	RES1b: Use the library regularly.	RES1b: Become independent library users by knowing the layout and systems of the library.	RES1b: Become independent library users by knowing the layout and systems of the library and how to use appropriate resources.	RES1b: Become independent library users by knowing the layout and systems of the library and how to use appropriate resources.	RES1b: Become independent library users by knowing the layout and systems of the library and how to use appropriate resources.
		RES1c: Use a variety of sources to gather information (e.g. informational books, pictures, charts, indexes, videos, television, internet, guest speakers).	RES1c: Use a variety of sources and reference materials to gather information (including dictionary, thesaurus, picture encyclopedia).	RES1c: Use a variety of sources and reference materials to gather information (including dictionary, thesaurus, encyclopedias, on-line information).	RES1c: Use a variety of sources and reference materials to gather information (including dictionary, thesaurus, encyclopedias, on-line information).	RES1c: Use a variety of sources and reference materials to gather information (including dictionary, thesaurus, encyclopedias, on-line information).
				RES1d: Gather and record information using strategies such as note taking, photography, interviews, tables/charts and/or surveys.	RES1d: Gather and record information using strategies such as note taking, photography, interviews, tables/charts and/or surveys.	RES1d: Gather and record information using strategies such as note taking, photography, interviews, tables/charts and/or surveys.
				RES1e:	RES1e:	RES1e:

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				Use strategies to compile information into written reports or summaries (e.g. incorporate notes into a finished product; include facts, details, and examples; draw conclusions from patterns/relationships that emerge from data; use appropriate visual aids or media).	Use strategies to compile information into written reports or summaries (e.g. incorporate notes into a finished product; include facts, details, and examples; draw conclusions from patterns/relationships that emerge from data; use appropriate visual aids or media).	Use strategies to compile information into written reports or summaries (e.g. incorporate notes into a finished product; include facts, details, and examples; draw conclusions from patterns/relationships that emerge from data; use appropriate visual aids or media).
		RES1f: Write reports using one's own words to explain the information gathered.	RES1f: Write reports using one's own words to explain the information gathered.	RES1f: Quote or paraphrase information sources. Begin to cite sources appropriately, understanding the need to avoid plagiarism.	RES1f: Quote or paraphrase information sources, citing them appropriately to avoid plagiarism.	RES1f: Quote or paraphrase information sources, citing them appropriately to avoid plagiarism.
				RES1g: Begin to research and write reports that frame a key question about an issue or situation, include facts and details, and draw from more than one information source (e.g. speakers, books, newspaper, media).	RES1g: Research and write reports that frame a key question about an issue or situation, include facts and details, and draw from more than one information source (e.g. speakers, books, newspaper, media).	RES1g: Research and write reports that frame a key question about an issue or situation, include facts and details, and draw from more than one information source (e.g. speakers, books, newspaper, media).