

(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ESOL I	ESOL II
(A) describe the emotional impact of and personal connections to a variety of sources such as self selected or teacher selected texts;	(A) describe the emotional impact of and personal connections to a variety of sources such as self selected or teacher selected texts;	(A) describe the emotional impact of and personal connections to a variety of sources such as self selected or teacher selected texts;	(A) describe the emotional impact of and personal connections to a variety of sources including self selected texts;	(A) describe the emotional impact of and personal connections to a variety of sources including self selected texts;	(A) describe the emotional impact of and personal connections to a variety of sources including self selected texts;	(A) describe the emotional impact of and personal connections to a variety of sources including self selected texts;	(A) describe the emotional impact of and personal connections to a variety of sources including self selected texts;	(A) describe the emotional impact of and personal connections to a variety of sources including self selected texts;
(B) discuss personal observations and, support with text evidence;	(B) explain personal viewpoints and, support with text evidence;	(B) explain multiple viewpoints, such as personal and character, and support with text evidence;	(B) explain multiple viewpoints such as personal, character, and support with text evidence;	(B) describe multiple viewpoints including personal, character, and author and, support with text evidence;	(B) describe multiple perspectives including personal, character, and author and support text evidence;	(B) interpret ideas from a variety of sources and provide relevant text evidence to demonstrate understanding;	(B) defend, challenge, or qualify insights gained from a variety of sources using accurate and relevant text evidence;	(B) defend, challenge, or qualify insights gained from a variety of sources using accurate and relevant text evidence;
(C) retell texts in ways that maintain meaning and logical order;	(C) retell texts in ways that maintain meaning and logical order;	(C) paraphrase texts in ways that maintain meaning and logical order;	(C) paraphrase texts in ways that maintain meaning and logical order;	(C) paraphrase or summarize texts in ways that maintain meaning and logical order;	(C) discuss and write about specific ideas in the text important to the implied meaning;	(C) discuss and write about the implicit and explicit meanings of text;	(C) reflect on and write about the implicit and explicit meanings of text;	(C) reflect on and write about the implicit and explicit meanings of text;
(D) react to a variety of sources read, heard, or viewed in meaningful ways such as illustrating or writing; and	(D) react to a variety of sources read, heard, or viewed in meaningful ways such as writing or illustrating; and	(D) react to a variety of sources read, heard, or viewed in meaningful ways such as writing or illustrating; and	(D) react to a variety of sources read, heard, or viewed in meaningful ways such as note-taking, annotating, free writing, or illustrating;	(D) discuss specific ideas in the text important to the implied meaning;	(D) paraphrase or summarize texts in ways that maintain meaning and logical order;	(D) interact with a variety of sources read, heard, or viewed in meaningful ways such as notetaking, annotating, and free writing;	(D) interact with a variety of sources read, heard, or viewed in meaningful ways such as notetaking, annotating, and free writing;	(D) interact with a variety of sources read, heard, or viewed in meaningful ways such as notetaking, annotating, and free writing;
(E) respond to various sources embedding acquired vocabulary as appropriate.	(E) respond to various sources embedding acquired vocabulary as appropriate.	(E) respond to various sources embedding acquired vocabulary as appropriate.	(E) respond to various sources embedding acquired vocabulary as appropriate; and	(E) respond to various sources embedding acquired vocabulary as appropriate; and	(E) discuss similarities and differences across a variety of sources;	[E] to align with high school]	(E) respond to various sources embedding acquired vocabulary as appropriate.	(E) respond to various sources embedding acquired vocabulary as appropriate.
			(F) discuss specific ideas in the text important to the implied meaning.	(F) discuss similarities and differences across a variety of sources.	(F) respond to various sources embedding acquired vocabulary as appropriate.	(E) reflect on and adjust responses when valid evidence is presented;	(E) reflect on and adjust responses when valid evidence is presented;	(E) reflect on and adjust responses when valid evidence is presented;
						(F) paraphrase or summarize texts in ways that maintain meaning and logical order;	(F) paraphrase or summarize texts in ways that maintain meaning and logical order;	(F) paraphrase or summarize texts in ways that maintain meaning and logical order;
						(G) compare multiple sources including different genres and write a response with accurate and relevant text evidence;	(G) compare multiple sources including different genres and write a response with accurate and relevant text evidence;	(G) compare multiple sources including different genres and write a response with accurate and relevant text evidence;
						[check with Collaboration on H and I]	[check with Collaboration on H and I]	[check with Collaboration on H and I]
						(H) respond to ideas and feedback about personal and academic writing; and	(H) respond to ideas and feedback about personal and academic writing; and	(H) respond to ideas and feedback about personal and academic writing; and
						(I) respond to various audiences with appropriate register, vocabulary, and voice.	(I) respond to various audiences with appropriate register, vocabulary, and voice.	(I) respond to various audiences with appropriate register, vocabulary, and voice.

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