

K-2 College and Career Readiness Anchor Standard	Kindergarten		First		Second	
	STANDARD	ANNOTATED	STANDARD	ANNOTATED	STANDARD	ANNOTATED

Comprehension and Collaboration							
CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	Students in kindergarten will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc).	SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	Students in grade one will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc). First grade students will also ask and answer questions about key details of a text read aloud or information presented in multiple formats.	SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. 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 texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Students in grade two will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc). Second grade students should also be able to listen carefully to a text read aloud and to recount or describe details about what they heard. Students need to ask questions and understand and answer questions asked of them in order to clarify or gain more information.	
	CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Kindergarten students are able to confirm understanding of a text read aloud or information presented in multiple formats.	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	First grade students should also be able to listen carefully to a text read aloud and to recount or describe details about what they heard. Students need to ask questions and understand and answer questions asked of them in	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
	CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3. SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Kindergarten students should be able to listen to what a speaker says and then ask questions to gain comprehension if something is not understood. Students need to have strategies for	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	

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		asking questions that are on topic. They also need to know strategies for understanding and answering questions asked of them.		order to clarify or gain more information.		
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Presentation of Knowledge and Ideas

CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Kindergarteners should be able to report facts and relevant details about an experience. This should be done orally, with some detail, and with clarity of thought and emotions. They should be able to add visual displays to illuminate chosen facts or details. In order to do so, students will need multiple opportunities to present information to others and develop behaviors that will lead to the ability to add appropriate visual displays. Students will need to engage in behaviors that lead to the natural expression of ideas both verbally and in writing: turn and talk, small group discussion, and emergent listening and speaking learning centers. Students will also need a purposeful focus throughout ELA on choice-making. *For example, kindergarten students need to be able to choose visual displays that add to and support their	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	First grade students should be able to report facts and relevant details about an experience. This should be done orally, with some detail, and with clarity of thought and emotions. They should be able to add visual displays to illuminate chosen facts or details. In order to do so, students will need multiple opportunities to present information to others and develop behaviors that will lead to the ability to add appropriate visual displays. Students will need to engage in behaviors (turn and talk, small group discussion, and listening and speaking learning centers) that lead to the expression of complete ideas both verbally and in writing. Students will also need a purposeful focus throughout ELA on choice-making. *For example, first grade students need to be able to choose visual displays that	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Second grade students should be able to engage in storytelling and report facts and relevant details about an experience. This should be done orally, with some detail, and with clarity of thought and emotions. They should be able to utilize digital media to make audio recordings of stories or poems and add visual displays to illuminate chosen facts or details. In order to do so, students will need multiple opportunities to present information to others and develop behaviors that will lead to the ability to add appropriate digital media and visual displays. Students will need to engage in behaviors that lead to the expression of complete ideas both verbally and in writing: turn and talk, small group discussion, computer use, and writing and speaking learning activities.	
	CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.		SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
	CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.		SL.1.6 Produce complete sentences when appropriate to task and situation.		SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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		<p>thinking about a topic. Students must be able to articulate their ideas in a way that is purposeful and appropriate to the audience.</p>		<p>add to and support their thinking about a topic. Students must be able to articulate their ideas in complete sentences when appropriate to the audience.</p>		<p>Students will also need a purposeful focus on choice-making throughout ELA.</p> <p>*For example, second grade students need to be able to choose visual displays that add to and support their thinking about a topic. Students must be able to articulate their ideas in complete sentences.</p>
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