

Draft 4 Revisions

Type of Revision: Editing/Typos	
Draft 4 (December)	Draft 4 (January)
Missing	2.CD.F.2 Addressed in 2.CD.F.3 <ul style="list-style-type: none"> • Addressed in 2.CD.F.3
K.CD.F.3.2 Demonstrate basic knowledge of sound-spelling correspondences, by producing the most frequent sounds for each consonant.	K.CD.F.3.2 Demonstrate basic knowledge of sound-spelling correspondences by producing the most frequent sounds for each consonant.
11-12.CD.2.1 Determine how real-world context(s), events, and circumstances prompted and informed the creation of a text and contributed to its purpose and perspective, including possible bias.	11-12.CD.2.1 Determine how real-world context(s), events, and circumstances prompted or informed the creation of a text and contributed to its purpose and perspective, including possible bias.
6.CD.4.2 Recognize, interpret and use figurative language and literary elements.	6.CD.4.2 Recognize, interpret, and use figurative language and literary elements.
7.CD.4.2 Recognize, interpret and use figurative language and literary elements.	7.CD.4.2 Recognize, interpret, and use figurative language and literary elements.
8.CD.4.2 Recognize, interpret and use figurative language, as well as rhetorical and literary elements.	8.CD.4.2 Recognize, interpret, and use figurative language, as well as rhetorical and literary elements.
9-10.CD.4.2 Recognize, interpret and use figurative language, as well as rhetorical and literary elements.	9-10.CD.4.2 Recognize, interpret, and use figurative language, as well as rhetorical and literary elements.
11-12.CD.4.2 Recognize, interpret and use figurative language, as well as rhetorical and literary elements.	11-12.CD.4.2 Recognize, interpret, and use figurative language, as well as rhetorical and literary elements.
6.CW.1.4 Acknowledge new information expressed by others, and, when warranted, modify their views in light of the evidence presented.	6.CW.1.4 Acknowledge new information expressed by others and, when warranted, modify their views in light of the evidence presented.

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7.CW.1.4 Acknowledge new information expressed by others, and, when warranted, modify their views in light of the evidence presented.	7.CW.1.4 Acknowledge new information expressed by others and, when warranted, modify their views in light of the evidence presented.
8.CW.1.4 Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	8.CW.1.4 Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
K.CW.2 Demonstrate command of grades K grammar and usage when writing and speaking.	K.CW.2 Demonstrate command of Kindergarten grammar and usage when writing and speaking.
K.CW.2.2 Use nouns and verbs to share complete thoughts, including forming and using plural nouns by adding /s/ or /es/.	K.CW.2.2 Use nouns and verbs to share complete thoughts, including forming and using plural nouns by adding s or es .
2.CW.2.2 Form and use abstract nouns, collective nouns and frequently occurring irregular plural nouns.	2.CW.2.2 Form and use abstract nouns, collective nouns and frequently occurring irregular plural nouns.
K.CW.3 Demonstrate command of grades K conventions when writing.	K.CW.3 Demonstrate command of Kindergarten conventions when writing.
K.CW.3.1 Capitalize the first word in a sentence and the pronoun "I."	K.CW.3.1 Capitalize the first word in a sentence and the pronoun "I."
2.CW.3.1 Capitalize holidays, brand names and names of places.	2.CW.3.1 Capitalize holidays, brand names and names of places.
7.CW.5.3 Assess the relevance, credibility and accuracy of sources.	7.CW.5.3 Assess the relevance, credibility and accuracy of sources.

Type of Revision: Revisions for Clarity

Draft 4 (December)	Draft 4 (January)
K.CD.F.2.1 Count, blend, and segment words at the syllable level.	K.CD.F.2.1 Count, blend, and segment syllables in words.
K.CD.F.2.2 Identify the initial, medial, and final sound in 3 phoneme words.	K.CD.F.2.2 Identify the initial, medial, and final phonemes in 3 phoneme words.
K.CD.F.2.4 Isolate, blend, and segment phonemes in 3 phoneme words—except for CVC words ending with /l/, /r/, or /k/ /s/ for the letter x.	K.CD.F.2.4 Blend and segment phonemes in 3 phoneme words.
1.CD.F.2.3 Distinguish long and short vowel sounds in spoken single syllable words.	1.CD.F.2.3 Distinguish long and short vowel sounds in single syllable words.
K.CD.F.3.3 Decode, encode, and read grade-appropriate, irregularly spelled words.	K.CD.F.3.3 Decode and encode grade-appropriate, irregularly spelled words.
1.CD.F.3.3 Decode, encode, and read grade-appropriate, irregularly spelled words.	1.CD.F.3.3 Decode and encode grade-appropriate, irregularly spelled words.
1.CD.F.3.5 Decode and encode regularly spelled one-syllable words, simple words with r-controlled vowels, final -e and common vowel team conventions.	1.CD.F.3.5 Decode and encode simple words with r-controlled vowels, final -e, and common vowel team conventions.
2.CD.F.3.3 Decode, encode, and read grade-appropriate, irregularly spelled words.	2.CD.F.3.3 Decode and encode grade-appropriate, irregularly spelled words.
3.CD.F.3.3 Decode, encode, and read grade-appropriate, irregularly spelled words.	3.CD.F.3.3 Decode and encode grade-appropriate, irregularly spelled words.
2.CD.1 Explain how theme and main idea are conveyed and supported by key details in texts.	2.CD.1 Determine a theme and main idea of texts using key details.

Type of Revision: Revisions for Clarity

Draft 4 (December)	Draft 4 (January)
<p>3.CD.1.2 Explain the relationships between characters or individuals, settings, events, ideas, or steps and how they convey a theme or support a main idea in a text.</p>	<p>3.CD.1.2 Explain the relationships between multiple characters or individuals, settings, events, ideas, or steps.</p>
<p>5.CD.3.2 Explain connections between a text and its visual or oral presentation and how each version reflects specific content and contributes to the meaning of the text.</p>	<p>5.CD.3.2 Explain connections between a text and its visual or oral presentation and how each version reflects specific content and contributes to its meaning.</p>
<p>2.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences, events, or ideas using effective technique, descriptive key details, and clear sequences.</p>	<p>2.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences, events, or ideas using effective technique, details, and clear sequences.</p>
<p>2.CW.9.2 Develop experiences and events clearly or show the response of characters to situations using key details.</p>	<p>2.CW.9.2 Develop experiences and events clearly or show the response of characters to situations using details.</p>

Type of Revision: Revisions for Consistency

Draft 4 (December)	Draft 4 (January)
K.CD.F.1.1 Take turns speaking in short back and forth exchanges, asking for adult help as needed.	K.CD.F.1.1 Take turns speaking in short back and forth exchanges.
K.CD.F.1.3 Follow one- and two-step oral directions to complete a task, asking for clarification as needed.	K.CD.F.1.3 Follow one- and two-step oral directions to complete a task.
1.CD.F.1.1 Take turns speaking in back and forth exchanges, asking for peer clarification as needed.	1.CD.F.1.1 Take turns speaking in back and forth exchanges.
1.CD.F.1.3 Follow multi-step oral directions to complete a task, asking for clarification as needed.	1.CD.F.1.3 Follow multi-step oral directions to complete a task.
2.CD.F.1.1 Initiate and maintain conversation through multiple exchanges, asking for peer clarification as needed.	2.CD.F.1.1 Initiate and maintain conversation through multiple exchanges.
1.CD.F.3.6 Apply pre-taught grade-level phonics skills to accurately read connected text.	1.CD.F.3.6 Apply pre-taught grade-level phonics skills to accurately read aligned connected text.
1.CD.2.3 Use information provided by the words and pictures or illustrations in a text to identify a perspective in a text.	1.CD.2.3 Use information provided by the words and pictures or illustrations in a text to identify perspectives in a text.
9-10.CD.3.1 Evaluate the approaches used to establish primary arguments or themes in texts, including explicit or implicit claims, validity of reasoning, and relevance and sufficiency of evidence.	9-10.CD.3.1 Evaluate the approaches used to establish primary arguments or themes in multiple texts, including explicit or implicit claims, validity of reasoning, and relevance and sufficiency of evidence.
K.CW.1.3 Pose and respond to questions to clarify and deepen understanding of topics and texts under discussion, asking for adult help as needed.	K.CW.1.3 Pose and respond to questions to clarify and deepen understanding of topics and texts under discussion.

Type of Revision: Revisions for Vertical Alignment

Draft 4 (December)	Draft 4 (January)
7.CD.1.2 Analyze how key literary elements, individuals, ideas, and events develop and interact and how they contribute to the themes or main ideas in a text.	7.CD.1.2 Analyze how key literary elements, individuals, ideas, and events develop and relate and how they contribute to the themes or main ideas in a text.
8.CD.1.2 Analyze how key literary elements, individuals, ideas, and events develop and interact and how they contribute to the themes or main ideas in a text.	8.CD.1.2 Analyze how key literary elements, individuals, ideas, and events develop and relate and how they contribute to the themes or main ideas in a text.
11-12.CD.1.2 Analyze the development of hierarchical, competing, or complementary relationships between complex literary or rhetorical elements and how they contribute to the themes or main ideas in a text.	11-12.CD.1.2 Analyze the development of -- and hierarchical, competing, or complementary relationships between -- complex literary or rhetorical elements and how they contribute to the themes or main ideas in a text.
6.CW.7.3 Clarify the relationships among claim(s), reasons, using words, phrases, and clauses.	6.CW.7.3 Clarify the relationships among claim(s), reasons, and evidence using words, phrases, and clauses.
3.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequences.	3.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences, events, or ideas using effective technique, descriptive details, and clear sequences.
4.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequences.	4.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences, events, or ideas using effective technique, descriptive details, and clear sequences.
5.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequences.	5.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences, events, or ideas using effective technique, descriptive details, and clear sequences.

Type of Revision: Revisions for Vertical Alignment

Draft 4 (December)	Draft 4 (January)
<p>6.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured sequences.</p>	<p>6.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences, events, or ideas using effective technique, relevant descriptive details, and well-structured sequences.</p>
<p>7.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured sequences.</p>	<p>7.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences, events, or ideas using effective technique, relevant descriptive details, and well-structured sequences.</p>
<p>8.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured sequences.</p>	<p>8.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences, events, or ideas using effective technique, relevant descriptive details, and well-structured sequences.</p>
<p>9-10.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences or events and convey theme(s) using effective technique, well-chosen details, and well-structured sequences.</p>	<p>9-10.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences, events, or ideas and convey theme(s) using effective technique, well-chosen details, and well-structured sequences.</p>
<p>11-12.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences or events that center around a consistent theme(s) using effective technique, well-chosen details, and well-structured sequences.</p>	<p>11-12.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences, events, or ideas that center around a consistent theme(s) using effective technique, well-chosen details, and well-structured sequences.</p>