

Knowledge and Skills

1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
 - A. listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
 - B. follow, restate, and give oral instructions that involve a short, related sequence of actions;
 - C. share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
 - D. work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and
 - E. develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.
 2. Developing and sustaining foundational language skills: listening, speaking, reading, writing and thinking-- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
 - A. demonstrate phonological awareness by:
 - i producing a series of rhyming words;
 - ii recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound
 - iii distinguishing between long and short vowel sounds in one-syllable words;
 - iv recognizing the change in spoken word when a specified phoneme is added, changed or removed;
 - v blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends
 - vi manipulating phones within base words; and
 - vii segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or consonant blends.
 - B. demonstrate and apply phonetic knowledge by:
 - i decoding words in isolation and in context by applying common letter sound correspondences;
 - ii decoding words with initial and final consonant blends, digraphs, and trigraphs;
 - iii decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;
 - iv using knowledge of base words to decode common compound words and contractions;
 - v decoding words with inflectional endings, including -ed, -s, and -es; and
 - vi identifying and reading at least 100 high-frequency words from a research-based list
 - C. demonstrate and apply spelling knowledge by:
 - i spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;
 - ii spelling words with initial and final consonant blends, digraphs, and trigraphs;
 - iii spelling words using sound-spelling patterns; and
 - iv spelling high-frequency words from a research-based list.
 - D. demonstrate print awareness by identifying the information that different parts of a book provide;
 - E. alphabetize a series of words to the first or second letter and use a dictionary to find words; and
 - F. develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.
 3. Developing and sustaining foundational language skills: listening, speaking, reading, writing-, and thinking-- vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
 - A. use a resource such as a picture dictionary or digital resource to find words;
 - B. use illustrations and texts the student is able to read or hear to learn or clarify word meanings;
 - C. identify the meaning of words with the affixes -s, -ed, and -ing; and
 - D. identify and use words that name actions, directions, positions, sequences, categories, and locations.
 4. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-- fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
 5. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-- self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.
 6. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
 - A. establish purpose for reading assigned and self-selected texts;
 - B. generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
 - C. make [and] correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
 - D. create mental images to deepen understanding with adult assistance;
 - E. make connections to personal experiences, ideas in other texts, and society with adult assistance;
 - F. make inferences and use evidence to support understanding with adult assistance;
 - G. evaluate details to determine what is most important with adult assistance;
 - H. synthesize information to create new understanding with adult assistance; and
 - I. monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.
 7. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
 - A. describe the personal connections to a variety of sources;
 - B. write brief comments on literary or informational texts;
 - C. use text evidence to support an appropriate response;
 - D. retell texts in ways that maintain meaning;
 - E. interact with sources in meaningful ways such as illustrating or writing; and
 - F. respond using newly acquired vocabulary as appropriate.
 8. Multiple genres: listening, speaking, reading, writing and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
 - A. discuss topics and determine theme using text evidence with adult assistance;
 - B. describe the main character(s) and the reason(s) for their actions;
 - C. describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and
 - D. describe the setting.
 9. Multiple genres: listening, speaking, reading, writing, and listening using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
 - A. demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
 - B. discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
 - C. discuss elements of drama such as characters and setting;
 - D. recognize characteristics and structures of informational text, including:
 - i the central idea and supporting evidence with adult assistance;
 - ii features and simple graphics to locate or gain information; and
 - iii organizational patterns such as chronological order and description with adult assistance.
 - E. recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and
 - F. recognize characteristics of multimodal and digital texts
10. Author's purpose and craft: listening, speaking, reading, writing, and listening using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
 - A. discuss the author's purpose for writing text;
 - B. discuss how the use of text structure contributes to the author's purpose;
 - C. discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;
 - D. discuss how the author uses words that help the reader visualize;
 - E. listen to and experience first- and third-person texts.
11. Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
 - A. plan a first draft by generating ideas for writing such as by drawing and brainstorming;
 - B. develop drafts in oral, pictorial, or written form by:
 - i organizing with structure; and
 - ii developing an idea with specific and relevant details
 - C. revise drafts by adding details in pictures or words
 - D. edit drafts using standard English conventions, including:
 - i complete sentences with subject-verb agreement;
 - ii past and present verb tense;
 - iii singular, plural, common, and proper nouns
 - iv adjectives, including articles;
 - v adverbs that convey time;
 - vi prepositions;
 - vii pronouns, including subjective, objective, and possessive cases;
 - viii capitalization for the beginning of sentences and the pronoun "I";
 - ix punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and
 - x correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.
 - E. publish and share writing.
12. Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
 - A. dictate or compose literary texts, including personal narratives and poetry;
 - B. dictate or compose informational texts, including procedural texts; and
 - C. dictate or compose correspondence such as thank you notes or letters.
13. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
 - A. generate questions for formal and informal inquiry with adult assistance;
 - B. develop and follow a research plan with adult assistance;
 - C. identify and gather relevant sources and information to answer questions with adult assistance;
 - D. demonstrate understanding of information gathered with adult assistance;
 - E. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.