

Knowledge and Skills

- 1.** Developing and sustaining foundational language skills: listening, speaking, and discussion—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
- listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
 - follow, restate, and give oral instructions that involve a short, related sequence of actions;
 - share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
 - work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and
 - develop social communication such as distinguishing between asking and telling.
- 2.** Developing and sustaining foundational language skills: listening, speaking, and discussion—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:
- demonstrate phonological awareness by manipulating phonemes within base words;
 - producing a series of rhyming words;
 - distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;
 - recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and
 - manipulating phonemes within base words;
 - demonstrate and apply phonetic knowledge by:
 - decoding words with short, long, or variant vowels, trigraphs, and blends;
 - decoding words with silent letters such as knife and gnat;
 - decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 - decoding compound words, contractions, and common abbreviations;
 - decoding words using knowledge of syllable division such as VCCV, VCV, and VCCCV;
 - decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and
 - identifying and reading high-frequency words from a research based list;
 - demonstrate and apply spelling knowledge by:
 - spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 - spelling words with silent letters such as knife and gnat;
 - spelling compound words, contractions, and common abbreviations;
 - spelling multisyllabic words with multiple sound spelling patterns;
 - spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and
 - spelling words with prefixes, including un-, re-, and dis-, and inflectional endings including -s, -es, -ed, -ing, -er, and -est;
 - alphabetize a series of words and use a dictionary or glossary to find words; and
 - develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.
- 3.** Developing and sustaining foundational language skills: listening, speaking, reading, and writing—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
- use print or digital resources to determine meaning and pronunciation of unknown words;
 - use context within and beyond a sentence to determine the meaning of unfamiliar words;
 - identify the meaning of words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and
 - identify and explain the meaning of antonyms, synonyms, idioms, and homographs in context.
- 4.** Developing and sustaining foundational language skills: listening, speaking, reading, and writing—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, and writing—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to:
- self-select text and read independently for a sustained period of time.
- 6.** Comprehension skills: listening, speaking, reading, and writing using multiple texts. The student uses metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:
- establish purpose for reading assigned and self-selected texts;
 - generate questions about text before, during, and after reading to deepen understanding and gain information;
 - make, correct, or confirm predictions using text features, characteristics of genre, and structures;
 - create mental images to deepen understanding;
 - make connections to personal experiences, ideas in other texts, and society;
 - make inferences and use evidence to support understanding;
 - evaluate details read to determine key ideas;
 - synthesize information to create new understanding; and
 - monitor comprehension and make adjustments such as rereading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.
- 7.** Response skills: listening, speaking, reading, and writing using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- describe the personal connections to a variety of sources;
 - write brief comments on literary or informational texts that demonstrate an understanding of the text;
 - use text evidence to support an appropriate response;
 - retell and paraphrase texts in ways that maintain meaning and logical order;
 - interact with sources in meaningful ways such as illustrating or writing; and
 - respond using newly acquired vocabulary as appropriate.
- 8.** Multiple genres: listening, speaking, reading, and writing 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:
- discuss topics and determine theme using text evidence with adult assistance;
 - describe the main character's(characters') internal and external traits;
 - describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and
 - describe the importance of the setting.
- 9.** Multiple genres: listening, speaking, reading, and writing 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:
- demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;
 - explain visual patterns and structures in a variety of poems;
 - discuss elements of drama such as characters, dialogue, and setting;
 - recognize characteristics and structures of informational text, including:
 - the central idea with supporting evidence and teacher support;
 - features and graphics to locate and gain information; and
 - organizational patterns such as chronological order and cause and effect stated explicitly;
- 10.** Author's craft: listening, speaking, reading, and writing 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:
- discuss the author's purpose for writing text;
 - discuss how the use of text structure contributes to the author's purpose;
 - discuss the author's use of print and graphic features to achieve specific purposes;
 - discuss the use of descriptive, literal, and figurative language;
 - identify the use of first or third person in a text; and
 - identify and explain the use of repetition.
- 11.** Composition: listening, speaking, reading, and writing using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
- plan a first draft by generating ideas for writing such as drawing and brainstorming;
 - develop drafts into a focused piece of writing by:
 - organizing with structure; and
 - developing an idea with specific and relevant details;
 - revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
 - edit drafts using standard English conventions, including:
 - complete sentences with subject-verb agreement;
 - past, present, and future verbs;
 - singular, plural, common, and proper nouns;
 - adjectives, including articles;
 - adverbs that convey time and adverbs that convey place;
 - prepositions and prepositional phrases;
 - pronouns including subjective, objective, and possessive cases,
 - coordinating conjunctions to form compound subjects and predicates;
 - capitalization of months, days of the week, and the salutation and conclusion of a letter;
 - end punctuation, apostrophes in contractions, and commas with items in a series and in dates and;
 - correct spelling of words with grade-appropriate orthographic patterns and rules and high frequency words; and
 - publish and share writing.
- 12.** Composition: listening, speaking, reading, and writing using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- compose literary texts, including personal narratives and poetry;
 - compose informational texts, including procedural texts and reports; and
 - compose correspondence such as thank you notes or letters.
- 13.** Inquiry and research: listening, speaking, reading, and writing 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:
- generate questions for formal and informal inquiry with adult assistance;
 - develop and follow a research plan with adult assistance;
 - identify and gather relevant sources and information to answer the questions;
 - identify primary and secondary sources; and
 - use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.
- E.** recognize characteristics of persuasive text, including:
- identifying claim;
 - distinguishing facts from opinion; and
- F.** recognize characteristics of multimodal and digital texts.