

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:
 - A. listen actively, ask relevant questions to clarify information, and make pertinent comments;
 - B. follow, restate, and give oral instructions that involve a series of related sequences of action;
 - C. speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
 - D. work collaboratively with others by following agreed-upon rules, norms, and protocols; and
 - E. develop social communication such as conversing politely in all situations.
2. Developing and sustaining foundational language skills: listening, speaking, reading, and writing-- 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 and apply phonetic knowledge by:
 - i. decoding multisyllabic words with multiple sound-spelling patterns such as ough, and en;
 - ii. decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 - iii. decoding compound words, contractions, and abbreviations;
 - iv. decoding words using knowledge of syllable division such as VCCV, VCV, and VCCCV with accent shifts;
 - v. decoding words using knowledge of prefixes;
 - vi. decoding words using knowledge of changes to base words when suffixes are added such as dropping e, changing y to i, and doubling final consonants; and
 - vii. identifying and reading high-frequency words from a research-based list;
 - B. demonstrate and apply spelling knowledge by:
 - i. spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 - ii. spelling homophones;
 - iii. spelling compound words, contractions, and abbreviations;
 - iv. spelling multisyllabic words with multiple sound-spelling patterns;
 - v. spelling words using knowledge of syllable division such as VCCV, VCV, and VCCV;
 - vi. spelling words using knowledge of prefixes; and
 - vii. spelling words with changes to base words when suffixes are added such as dropping e, changing y to i, and doubling final consonants; and
 - C. alphabetize a series of words to the third letter and;
 - D. write complete words, thoughts, and answers legibly in print and cursive leaving appropriate spaces between words.
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:
 - A. use print or digital resources to determine meaning, syllabication, and pronunciation;
 - B. use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;
 - C. identify the meaning of words with affixes such as im- (into), non-, dis-, in-(not, non), pre-, -ness, -y, and -ful; and
 - D. identify and explain the meaning of antonyms, synonyms, idioms, and homographs in a text.
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:
 - A. 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:
 - A. self-select texts and read independently for a sustained period of time.
6. Comprehension skills: listening, speaking, reading, and writing using multiple texts. The student uses meta-cognitive skills to comprehend text with increasing depth and complexity. 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;
 - C. make, correct, or confirm predictions using text features, characteristics of genre, and structures;
 - D. create mental images to deepen understanding;
 - E. make connections to personal experiences, ideas in other texts, and society;
 - F. make inferences and use evidence to support understanding;
 - G. evaluate details read to determine key ideas;
 - H. synthesize information to create new understanding; and
 - I. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating 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:
 - A. describe the personal and emotional connections to a variety of sources, including self- selected texts;
 - B. write a response to a literary or informational text that demonstrates an understanding of a text;
 - C. use text evidence to support an appropriate response;
 - D. retell and paraphrase texts in ways that maintain meaning and logical order;
 - E. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
 - F. respond using newly acquired vocabulary as appropriate; and
 - G. discuss specific ideas in the text that are important to the meaning.
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:
 - A. infer the theme of a work, distinguishing theme from topic;
 - B. explain the relationship among the major and minor characters;
 - C. analyze plot elements, including the sequence of events, the conflict, and the resolution; and
 - D. explain the influence of the setting on the plot.
9. Multiple genres: listening, speaking, reading, and writing using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
 - A. demonstrate knowledge distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales, legends, and myths;
 - B. explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;
 - C. discuss elements of drama such as characters, dialogue, setting, and acts;
 - D. recognize characteristics and structures of informational text, including:
 - i. the central idea with supporting evidence;
 - ii. features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and
 - iii. organizational patterns such as cause and effect and problem and solution;
 - E. recognize characteristics and structures of argumentative text by:
 - i. identifying the claim;
 - ii. distinguishing facts from opinion; and
 - iii. identifying the intended audience or reader; and
 - F. recognize characteristics of multimodal and digital texts.
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:
 - A. explain the author's purpose and message within a text;
 - B. explain how the use of text structure contributes to the author's purpose;
 - C. explain the author's use of print and graphic features to achieve specific purposes
 - D. describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;
 - E. identify the use of literary devices, including first- or third-person point of view.
 - F. discuss how the author's use of language contributes to voice; and
 - G. identify and explain the use of hyperbole.
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 uses appropriate conventions. The student is expected to:
 - A. plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, free-writing, and mapping;
 - B. develop drafts into a focused, structured, and coherent piece of writing by:
 - i. organizing with purposeful structure, including an introduction and a conclusion; and
 - ii. developing an engaging idea with relevant details;
 - C. revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
 - D. edit drafts using standard English conventions, including:
 - i. complete simple and compound sentences with subject-verb agreement;
 - ii. past, present, and future verbs;
 - iii. singular, plural, common, and proper nouns;
 - iv. adjectives, including their comparative and superlative forms;
 - v. adverbs that convey time and adverbs that convey manner;
 - vi. prepositions and prepositional phrases;
 - vii. pronouns, including subjective, and objective, and possessive cases;
 - viii. coordinating conjunctions to form compound subjects, predicates, and sentences;
 - ix. capitalization of official titles of people, holidays, and geographical names and places;
 - x. punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and
 - xi. correct spelling of words with grade-appropriate orthographic patterns and rules and high frequency words and;
 - E. publish written work for appropriate audiences.
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:
 - A. compose literary texts, including personal narratives and poetry; using genre characteristics and craft,
 - B. compose informational texts including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
 - C. compose argumentative texts, including opinion essays, using genre characteristics and craft; and
 - D. 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:
 - A. generate questions on a topic for formal and informal inquiry;
 - B. develop and follow a research plan with teacher support;
 - C. identify and gather relevant information from a variety of sources;
 - D. identify primary and secondary sources;
 - E. demonstrate understanding of information gathered;
 - F. recognize the difference between paraphrasing and plagiarism when using source materials;
 - G. create a works cited page; and
 - H. use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.