

Knowledge and Skills

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| <p>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:</p> <p>A. listen actively, ask relevant questions to clarify information, and make pertinent comments;</p> <p>B. follow, restate, and give oral instructions that involve a series of related sequences of action;</p> <p>C. express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and</p> <p>D. work collaboratively with others to develop a plan of shared responsibilities.</p> <p>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:</p> <p>A. demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> i decoding words with specific orthographic patterns and rules, including regular and irregular plurals; 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 words using advanced knowledge of syllable division such as VV; iv decoding words using knowledge of prefixes; v decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and vi identifying and reading high-frequency words from a research-based list; <p>B. demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> 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 multisyllabic words with multiple sound-spelling patterns; iv spelling words using advanced knowledge of syllable division patterns; v spelling words using knowledge of prefixes; and vi spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and <p>C. write legibly in print and cursive to complete assignments.</p> <p>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:</p> <p>A. use print or digital resources to determine meaning, syllabication, and pronunciation;</p> <p>B. use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p> <p>C. determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and</p> <p>D. identify and explain the meaning of homophones such as reign/rain.</p> <p>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.</p> <p>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 read independently for a sustained period of time.</p> <p>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:</p> <p>A. establish purpose for reading assigned and self-selected texts;</p> <p>B. generate questions about text before, during, and after reading to deepen understanding and gain information;</p> | <p>C. make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p> <p>D. create mental images to deepen understanding;</p> <p>E. make connections to personal experiences, ideas in other texts, and society;</p> <p>F. make inferences and use evidence to support understanding;</p> <p>G. evaluate details read to determine key ideas;</p> <p>H. synthesize information to create new understanding; and</p> <p>I. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>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:</p> <p>A. describe personal connections to a variety of sources, including self- selected texts;</p> <p>B. write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p> <p>C. use text evidence to support an appropriate response;</p> <p>D. retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p> <p>E. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p>F. respond using newly acquired vocabulary as appropriate; and</p> <p>G. discuss specific ideas in the text that are important to the meaning.</p> <p>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:</p> <p>A. infer basic themes supported by text evidence;</p> <p>B. explain the interactions of the characters and the changes they undergo;</p> <p>C. analyze plot elements, including the rising action, climax, falling action, and resolution; and</p> <p>D. explain the influence of the setting, including historical and cultural settings, on the plot.</p> <p>9. Multiple genres: listening, speaking, reading, writing, and thinking 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:</p> <p>A. demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;</p> <p>B. explain figurative language such as simile, metaphor, and personification that the poet uses to create images;</p> <p>C. explain structure in drama such as character tags, acts, scenes, and stage directions;</p> <p>D. recognize characteristics and structures of informational text, including:</p> <ul style="list-style-type: none"> i the central idea with supporting evidence; ii features such as pronunciation guides and diagrams to support understanding of the text; and iii organizational patterns such as compare and contrast; and <p>E. recognize characteristics and structures of argumentative text by:</p> <ul style="list-style-type: none"> i identifying the claim; ii explaining how the author has used facts for an argument; and iii identifying the intended audience or reader. <p>10. Author's purpose and craft: listening, speaking, reading, writing, and thinking 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:</p> | <p>A. explain the author's purpose and message within a text;</p> <p>B. explain how the use of text structure contributes to the author's purpose</p> <p>C. analyze the author's use of print and graphic features to achieve specific purposes;</p> <p>D. describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;</p> <p>E. identify and understand the use of literary devices, including first- or third-person point of view;</p> <p>F. discuss how the author's use of language contributes to voice; and</p> <p>G. identify and explain the use of anecdote.</p> <p>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 use appropriate conventions. The student is expected to:</p> <p>A. plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;</p> <p>B. develop drafts into a focused, structured, and coherent piece of writing by:</p> <ul style="list-style-type: none"> i organizing with purposeful structure, including an introduction, transitions, and a conclusion; and ii developing an engaging idea with relevant details; <p>C. revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>D. edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> i complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; ii past tense of irregular verbs; iii singular, plural, common, and proper nouns; iv adjectives, including their comparative and superlative forms; v adverbs that convey frequency and intensity; vi prepositions and prepositional phrases; vii pronouns; including reflexive viii coordinating conjunctions to form compound subjects, predicates, and sentences; ix capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; and x punctuation marks, including apostrophes in possessives, commas in compound sentences and quotation marks in dialogue; and <p>E. publish written work for appropriate audiences</p> <p>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:</p> <p>A. compose literary texts such as personal narratives and poetry using genre characteristics and craft.</p> <p>B. compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p> <p>C. compose argumentative texts, including opinion essays, using genre characteristics and craft; and</p> <p>D. compose correspondence that requests information.</p> <p>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:</p> <p>A. generate and clarify questions on a topic for formal and informal inquiry;</p> <p>B. develop and follow a research plan with adult assistance;</p> <p>C. identify and gather relevant information from a variety of sources;</p> <p>D. identify primary and secondary sources;</p> <p>E. demonstrate understanding of information;</p> <p>F. recognize the difference between paraphrasing and plagiarism when using source materials;</p> <p>G. develop a biography; and</p> <p>H. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results</p> |
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