

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 about 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, and making appropriate contributions; and
 - 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, 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:
 - distinguishing between long and short vowel sounds in one-syllable words;
 - recognizing the change in spoken word when a specified phoneme is added, changed, or removed;
 - blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;
 - manipulating phonemes within base words; and
 - segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;
 - demonstrate and apply phonetic knowledge by:
 - decoding words in isolation and in context by applying common letter sound correspondences of all consonants;
 - decoding words with initial and final consonant blends, digraphs, and trigraphs;
 - decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;
 - using knowledge of base words to decode common compound words and contractions;
 - decoding words with suffixes, including -ed, -s, and -es; and
 - identifying and reading at least 100 high-frequency words from a research-based list;
 - demonstrate and apply spelling knowledge by:
 - spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;
 - spelling words with initial and final consonant blends, digraphs, and trigraphs;
 - spelling words using sound-spelling patterns; and
 - spelling high-frequency words from a research-based list;
 - demonstrate print awareness by identifying the information that different parts of a book provide; and
 - develop handwriting by printing words, sentences, and answers legibly 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:
- use a resource such as a picture dictionary or digital resource to find words;
 - use illustrations and texts the student is able to read or hear to learn or clarify word meanings;
 - identify the meaning of words with the affixes -s, -ed, and -ing; and
 - identify and use words that name actions, directions, positions, sequences, categories, and locations.
- 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 interact independently with text for increasing periods 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 the larger community with adult assistance;
 - make inferences and use evidence to support understanding with adult assistance;
 - evaluate information to determine what is most important with adult assistance;
 - synthesize information to create new understanding with adult assistance; and
 - monitor comprehension and make adjustments 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 and emotional connections to a variety of sources;
 - write brief comments on literary or informational texts;
 - use text evidence to support an appropriate response;
 - retell texts in ways that maintain meaning;
 - 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:
- identify the basic theme;
 - describe the main character(s) and the reasons for their actions;
 - identify and understand plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and
 - describe 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 well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes;
 - identify rhyme, rhythm, and repetition in a variety of poems;
 - identify the elements of a play such as characters and setting;
 - recognize characteristics and structures of informational text, including:
 - the central or main idea with teacher support;
 - features and simple graphics to locate or gain information; and
 - temporal sequence and description; and
 - recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.
- 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:
- listen to and experience the author’s use of repetition within literary texts; and
 - listen to and experience first- and third-person text.
- 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 in oral, pictorial, or written form by:
 - organizing with structure; and
 - developing an idea with specific and relevant details;
 - revise drafts by adding details in pictures or words;
 - edit drafts using standard English conventions, including:
 - complete sentences with subject-verb agreement;
 - past and present verbs;
 - singular, plural, common, and proper nouns;
 - descriptive adjectives;
 - adverbs that convey time;
 - prepositions;
 - subjective case pronouns;
 - capitalization for the beginning of sentences and the pronoun “I”; and
 - punctuation marks at the end of declarative, exclamatory, and interrogative sentences; 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:
- dictate or compose literary texts, including personal narratives and poetry;
 - dictate or compose informational texts, including procedural texts; and
 - dictate or compose correspondence.
- 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;
 - identify and gather relevant sources and information to answer the questions with adult assistance;
 - demonstrate understanding of information gathered with adult assistance; and
 - use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.