

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 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 that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
 - D. 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
 - E. 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:
 - A. demonstrate phonological awareness by manipulating phonemes within base words;
 - B. demonstrate and apply phonetic knowledge by:
 - i decoding words with short, long, or variant vowels, trigraphs, and blends;
 - ii decoding words with silent letters such as knife and gnat;
 - iii decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 - iv decoding compound words, contractions, and common abbreviations;
 - v decoding words using knowledge of syllable division such as VCCV, VCV, and VCCCV;
 - vi decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and
 - vii identifying and reading high-frequency words from a research-based list;
 - C. demonstrate and apply spelling knowledge by:
 - i 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;
 - ii spelling words with silent letters such as knife and gnat;
 - iii spelling compound words, contractions, and common abbreviations;
 - iv spelling multisyllabic words with multiple sound-spelling patterns;
 - v spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and
 - vi spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and
 - D. 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:
 - A. use print or digital resources to determine meaning and pronunciation of unknown words;
 - B. use context within and beyond a sentence to determine the meaning of unfamiliar words;
 - C. identify the meaning of words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and
 - D. 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:
 - 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 the larger community;
 - F. make inferences and use evidence to support understanding;
 - G. evaluate information to determine what is most important;
 - H. synthesize information to create new understanding; and
 - I. 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:
 - A. describe the personal and emotional 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 and paraphrase texts in ways that maintain meaning and logical order;
 - 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, 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. identify the basic theme;
 - B. describe the main character(s) and how their feelings and actions change;
 - C. identify and understand plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and
 - D. 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:
 - A. demonstrate knowledge of well-known children's literature such as folktales, fables, and fairy tales;
 - B. identify rhyme, rhythm, and repetition in a variety of poems;
 - C. identify the elements of a play such as characters, dialogue, and setting;
- D. recognize characteristics and structures of informational text, including:
 - i the central or main idea with teacher support;
 - ii features and graphics to locate and gain information; and
 - iii chronological order and cause and effect stated explicitly; and
- E. recognize characteristics of persuasive text, including 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:
 - A. identify the use of literal and figurative language; and
 - B. identify the use of first or third person in a 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:
 - A. plan a first draft by generating ideas for writing such as drawing and brainstorming;
 - B. develop drafts into a focused piece of writing by:
 - i organizing with structure; and
 - ii developing an idea with specific and relevant details;
 - C. revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
 - D. edit drafts using standard English conventions, including:
 - i complete sentences with subject-verb agreement;
 - ii past, present, and future verbs;
 - iii singular, plural, common, and proper nouns;
 - iv descriptive adjectives and articles;
 - v adverbs that convey time;
 - vi prepositions and prepositional phrases;
 - vii objective case pronouns;
 - viii capitalization of months, days of the week, and the salutation and conclusion of a letter; and
 - ix end punctuation and apostrophes; and
 - E. 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:
 - A. compose literary texts, including personal narratives and poetry;
 - B. compose informational texts, including procedural texts and reports; and
 - C. 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:
 - A. generate questions for formal and informal inquiry with adult assistance;
 - B. identify and gather relevant sources and information to answer the questions;
 - C. identify primary and secondary sources; and
 - D. use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.