

## 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 make pertinent comments;
  - follow, restate, and give oral instructions that involve a series of related sequences of action;
  - express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and
  - work collaboratively with others to develop a plan of shared responsibilities.
- 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:
- demonstrate and apply phonetic knowledge by:
    - decoding words with specific orthographic patterns and rules, including regular and irregular plurals;
    - decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
    - decoding words using advanced knowledge of syllable division such as VV;
    - decoding words using knowledge of prefixes;
    - 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
    - identifying and reading high-frequency words from a research-based list;
  - demonstrate and apply spelling knowledge by:
    - spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
    - spelling more difficult homophones;
    - spelling multisyllabic words with multiple sound-spelling patterns;
    - spelling words using advanced knowledge of syllable division patterns;
    - spelling words using knowledge of prefixes; and
    - spelling words with changes to base words when suffixes are added such as dropping e, changing y to i, and doubling final consonants; and
  - write legibly in print and cursive to complete assignments.
- 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, syllabication, and pronunciation;
  - use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
  - determine the meaning of words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and
  - identify and explain the meaning of homophones such as reign/rain.
- 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 the larger community;
  - make inferences and use evidence to support understanding;
  - evaluate information read to determine what is most important;
  - synthesize information to create new understanding; 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, including self-selected texts;
  - write a response to compare and contrast ideas across a variety of sources;
  - use text evidence to support an appropriate response;
  - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
  - interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
  - respond using newly acquired vocabulary as appropriate; and
  - 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:
- identify and infer basic themes supported by text evidence;
  - explain the interactions of the characters and the changes they undergo;
  - identify and understand plot elements, including the rising action, climax, falling action, and resolution; and
  - explain the influence of the setting, including historical and cultural settings, on the plot.
- 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, legends, myths, and tall tales;
  - identify figurative language such as simile, metaphor, and personification that the poet uses to create images;
  - identify the elements of a play such as characters, dialogue, setting, acts, and scenes;
  - recognize characteristics and structures of informational text, including:
    - the central idea;
    - features such as pronunciation guides and diagrams to support understanding of the text; and
    - compare and contrast; and
  - recognize characteristics and structures of argumentative text by:
    - identifying the claim;
    - explaining how the author has used facts for an argument; and
    - identifying the intended audience or reader.
- 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:
- describe the use of sound devices such as alliteration and assonance and other forms of figurative language;
  - identify and understand the use of literary devices, including first- or third-person point of view; and
  - identify the use of hyperbole.
  - 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;
  - identify and understand the use of literary devices, including first- or third-person point of view;
  - discuss how the author's use of language contributes to voice; and
  - identify and explain the use of anecdote.
- 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 selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;
  - develop drafts into a focused, structured, and coherent piece of writing by:
    - organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
    - developing an engaging idea with relevant details;
  - revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
  - edit drafts using standard English conventions, including:
    - complete simple and compound sentences with subject-verb agreement;
    - irregular verbs;
    - singular, plural, common, and proper nouns;
    - descriptive adjectives, including their comparative and superlative forms;
    - adverbs that convey frequency and intensity;
    - prepositions and prepositional phrases;
    - reflexive pronouns;
    - coordinating conjunctions to form compound predicates, subjects, and sentences;
    - capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; and
    - punctuation marks, including commas in compound sentences and quotation marks in dialogue; and
  - 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:
- compose literary texts such as personal narratives and poetry;
  - compose informational texts using genre characteristics and craft;
  - compose argumentative texts, including opinion essays, using genre characteristics and craft; and
  - compose correspondence that requests information.
- 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 and clarify questions on a topic for formal and informal inquiry;
  - develop and follow a research plan with teacher support;
  - identify and gather relevant information from a variety of sources;
  - identify primary and secondary sources;
  - recognize the difference between paraphrasing and plagiarism when using source materials;
  - develop a bibliography; and
  - use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.