

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 to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;
 - follow, restate, and give oral instructions that include multiple action steps;
 - give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and 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 consonant changes, including (t) to (sh) such as in select and selection and (k) to (sh) such as music and musician;
 - decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 - decoding words using advanced knowledge of syllable division patterns;
 - decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; 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 consonant changes, including (t) to (sh) such as in select and selection and (k) to (sh) such as music and musician;
 - 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.
- 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, pronunciation, and word origin;
 - use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
 - identify the meaning of words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and
 - identify and explain the meaning of adages and puns.
- 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:
- explain multiple themes and ideas not explicitly stated in a text;
 - analyze the relationships of and conflicts among the characters;
 - analyze plot elements, including rising action, climax, falling action, and resolution; and
 - analyze 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 sound effects such as alliteration, onomatopoeia, and rhyme scheme and figurative language such as simile, metaphor, and personification;
 - 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 insets, timelines, and sidebars to support understanding of text; and
 - logical order and order of importance; and
 - recognize characteristics and structures of argumentative text by:
 - identifying the claim;
 - explaining how the author has used facts for or against 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 literal and figurative language such as personification and imagery;
 - identify and understand the use of literary devices, including first- or third-person point of view; and
 - identify and explain the purpose of hyperbole.
 - describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;
 - identify and understand the use of literary devices, including first- or third-person point of view;
 - examine how the author's use of language contributes to voice; and
 - explain the purpose of hyperbole, stereotyping, and 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 reflecting depth of thought with specific facts and 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;
 - collective nouns;
 - descriptive adjectives, including their comparative and superlative forms;
 - adverbs that convey frequency and intensity;
 - prepositions and prepositional phrases and their influence on subject-verb agreement;
 - indefinite pronouns;
 - correlative conjunctions such as either/or and neither/nor;
 - capitalization of abbreviations, initials, acronyms, and organizations;
 - punctuation marks, including commas in compound sentences and quotation marks in dialogue; and
 - proper mechanics, including italics and underlining for titles and emphasis; 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, fiction, 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;
 - understand credibility of primary and secondary sources;
 - differentiate 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.