

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 and ask questions to understand information;
 - B. follow oral directions that involve a short, related sequence of actions;
 - C. share information and ideas by speaking audibly and clearly using the conventions of language;
 - D. work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and
 - E. develop social communication such as introducing himself/herself using common greetings and expressing needs and wants.
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:
 - A. demonstrate phonological awareness by:
 - i identifying and producing rhyming words;
 - ii recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
 - iii identifying the individual words in a spoken sentence;
 - iv identifying syllables in spoken words;
 - v blending syllables to form multisyllabic words;
 - vi segmenting multisyllabic words into syllables;
 - vii blending spoken onsets and rimes to form simple words;
 - viii blending spoken phonemes to form one-syllable words;
 - ix manipulating syllables within a multisyllabic word; and
 - x segmenting spoken one-syllable words into individual phonemes;
 - B. demonstrate and apply phonetic knowledge by:
 - i identifying and matching the common sounds that letters represent;
 - ii using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;
 - iii recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and
 - iv identifying and reading at least 25 high-frequency words from a research-based list;
 - C. demonstrate and apply spelling knowledge by:
 - i spelling words with VC, CVC, and CCVC;
 - ii spelling words using sound-spelling patterns; and
 - iii spelling high-frequency words from a research-based list;
 - D. demonstrate print awareness by:
 - i identifying the front cover, back cover, and title page of a book;
 - ii holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;
 - iii recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;
 - iv recognizing the difference between a letter and a printed word; and
 - v identifying all uppercase and lowercase letters; and
 - E. develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
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 a resource such as a picture dictionary or digital resource to find words;
- B. use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and
- C. identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
4. 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.
5. 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 with adult assistance;
 - B. generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
 - C. make and confirm predictions using text features and structures with adult assistance;
 - D. create mental images to deepen understanding with adult assistance;
 - E. make connections to personal experiences, ideas in other texts, and the larger community with adult assistance;
 - F. make inferences and use evidence to support understanding with adult assistance;
 - G. evaluate information to determine what is most important with adult assistance;
 - H. synthesize information to create new understanding with adult assistance; and
 - I. monitor comprehension and make adjustments when understanding breaks down with adult assistance.
6. 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. provide an oral or pictorial response to a text;
 - C. use text evidence to support an appropriate response;
 - D. retell texts in ways that maintain meaning;
 - E. interact with sources in meaningful ways such as illustrating or writing; and
 - F. respond using newly acquired vocabulary as appropriate.
7. Multiple genres: listening, speaking, reading, and writing using multiple texts-- literary elements. The student recognizes and analyzes literary elements and within across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
 - A. identify the basic theme with adult assistance;
 - B. identify and describe the main character(s);
 - C. identify the elements of plot development, including the main events, the problem, and the resolution for texts read aloud; and
 - D. identify the setting.
8. 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, including folktales, fables, fairy tales, and nursery rhymes;
 - B. identify rhyme and rhythm in nursery rhymes and familiar and traditional poems;
 - C. participate in and identify main characters in a play;
 - D. recognize characteristics and structures of informational text, including:
 - i the central or main idea with teacher support;
 - ii titles and simple graphics to gain information; and
 - iii the steps in a sequence with adult assistance; and
 - E. recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.
9. 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. listen to and experience the author's use of repetition within literary texts; and
 - B. listen to and experience first- and third-person texts.
10. 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 by generating ideas for writing through class discussions and drawings;
 - B. develop drafts in oral, pictorial, or written form by organizing ideas;
 - C. revise drafts by adding details in pictures or words;
 - D. edit drafts with adult assistance using standard English conventions, including:
 - i complete sentences;
 - ii verbs;
 - iii singular and plural nouns;
 - iv descriptive adjectives;
 - v subjective case pronouns;
 - vi capitalization of the first letter in a sentence and name; and
 - vii punctuation marks at the end of declarative sentences; and
 - E. share writing.
11. 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. dictate or compose literary texts, including personal narratives; and
 - B. dictate or compose informational texts.
12. 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. gather information from a variety of sources with adult assistance;
 - C. demonstrate understanding of information gathered with adult assistance; and
 - D. use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.