1. Developing and sustaining foundational language skills: listening, speaking, and discussing--oral language. The student uses newly acquired vocabulary expressively. The student is expected to:

A. Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, free-writing, and mapping;

B. Develop drafts into a focused, structured, and coherent piece of writing by:
   i. Organizing with purposeful structure, including an introduction and a conclusion;
   ii. Developing an engaging idea with relevant details;
   iii. Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;

C. Edit drafts using standard English conventions, including:
   i. Simple complete and compound sentences with subject-verb agreement;
   ii. Past, present, and future verbs;
   iii. Singular, plural, common, and proper nouns;
   iv. Adjectives, including their comparative and superlative forms;
   v. Adverbs that convey time and manner;
   vi. Prepositions and prepositional phrases.

2. Developing and sustaining foundational language skills: writing. The student recognizes and analyzes genre-specific characteristics, structures, and genre features within and across increasingly complex traditional, contemporary, classical, and diverse literary genres. The student is expected to:

A. Make predictions using text features, characteristics of genre, and the text itself;

B. Make connections to personal experiences, ideas in other texts, and other information;

C. Make inferences and use evidence to support understanding;

D. Generate detailed evaluations to key ideas;

E. Synthesize information to create new understanding;

F. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

3. 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, the phonics, and morphology to communicate, decode, and spell. The student is expected to:

A. Demonstrate and apply phonetic knowledge by:
   i. Decoding multisyllabic words with multiple sound-spelling patterns such as eigh,ough,
   ii. Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including diphthongs and digraphs; r-controlled syllables; and final stable syllables;
   iii. Decoding compound words, contractions, and abbreviations;
   iv. Decoding words using knowledge of syllable division such as VCCV, VCV, and VCCV with accent shifts;
   v. Decoding words using knowledge of prefixes;
   vi. Decoding words using changes to base words when suffixes are added such as dropping e, changing y to i, and doubling final consonants; and
   vii. Identifying and reading high-frequency words from a research-based list;

B. Demonstrate and apply spelling knowledge by:
   i. Spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including diphthongs and digraphs; r-controlled syllables; and final stable syllables;
   ii. Spelling homophones;
   iii. Spelling compound words, contractions, and abbreviations;
   iv. Spelling multisyllabic words with multiple sound-spelling patterns;
   v. Spelling words using knowledge of syllable divisions such as VCCV, VCV, and VCCV;
   vi. Spelling words using knowledge of prefixes; and
   vii. Spelling words with changes to base words when suffixes are added such as dropping e, changing y to i, and doubling final consonants; and

C. Alphabetize a series of words to the third letter of each word;

D. Write complete words, thoughts, and answers legibly in print and cursive.

4. Developing and sustaining foundational language skills: writing. The student develops word structure knowledge through phonological awareness, print concepts, the phonics, and morphology to communicate, decode, and spell. The student is expected to:

A. Write a response to a literary or informational text that demonstrates an understanding of a text;

B. Use text evidence to support an appropriate response;

C. Retell and paraphrase texts in ways that maintain meaning and logical order;

D. Engage with sources in meaningful ways such as note-taking, annotating, freewriting, or illustrating;

E. Respond using newly acquired vocabulary as appropriate;

F. Discuss specific ideas in the texts that are important to the meaning.

5. 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:

A. Read literature with automaticity, expression, and understanding;

B. Read nonfiction text with automaticity, expression, and understanding;

C. Read poetry with automaticity, expression, and understanding;

D. Read expository text with automaticity, expression, and understanding;

E. Recognize characteristics and structures of argumentative text by:
   i. Identifying the claim;
   ii. Distinguishing facts from opinion; and
   iii. Identifying the intended audience or reader;

F. Recognize characteristics of multimodal and digital texts.

6. Comprehension skills: listening, speaking, reading, and writing using multiple texts. The student uses meta-cognitive 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 the text itself;

D. Create mental images to deepen understanding;

E. Make connections to personal experiences, ideas in other texts, and other information;

F. Make inferences and use evidence to support understanding;

G. Generate detailed evaluations to key ideas;

H. Synthesize information to create new understanding;

I. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating 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, including self-selected texts;

B. Write a response to a literary or informational text that demonstrates an understanding of a text;

C. Use text evidence to support an appropriate response;

D. Retell and paraphrase texts in ways that maintain meaning and logical order;

E. Engage with sources in meaningful ways such as note-taking, annotating, freewriting, or illustrating;

F. Respond using newly acquired vocabulary as appropriate;

G. Discuss specific ideas in the texts that are important to the meaning.

8. Multiple genre skills: 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 genres. The student is expected to:

A. Identify the intended audience or reader;

B. Identify the major and minor characters;

C. Analyze plot elements, including the sequence of events, the conflict, and the resolution;

D. Understand the influence of the setting on the plot.

9. Multiple genre skills: listening, speaking, reading, and writing using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

A. Demonstrate knowledge distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales, legends, and myths;

B. Explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;

C. Discuss elements of drama such as characters, dialogue, setting, and acts;

D. Recognize character traits and structures of informational text, including:
   i. The central idea with supporting evidence;
   ii. Features such as tables, graphs, timelines, bullet points, numbers, and bold and italicized fonts to support understanding;
   iii. Organizational patterns such as cause and effect and problem and solution;

E. Recognize characteristics and structures of argumentative text by:
   i. Identifying the claim;
   ii. Distinguishing facts from opinion; and
   iii. Identifying the intended audience or reader;

F. Recognize characteristics of multimodal and digital texts.

10. Author's craft: listening, speaking, reading, and writing using multiple texts. The student uses author's craft to 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. Explain the author's purpose and message within a text;

B. Explain how the use of text structure contributes to the author's purpose;

C. Explain the author's use of print and graphic features to achieve specific purposes;

D. Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;

E. Identify the use of literary devices, including first- or third-person point of view;

F. Discuss how the author’s use of language contributes to voice; and

G. Explain the use of hyperbole.

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 effective, sophisticated, and appropriate conventions. The student is expected to:

A. Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, free-writing, and mapping;

B. Develop drafts into a focused, structured, and coherent piece of writing by:
   i. Organizing with purposeful structure, including an introduction and a conclusion;
   ii. Developing an engaging idea with relevant details;
   iii. Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;

C. Edit drafts using standard English conventions, including:
   i. Simple complete and compound sentences with subject-verb agreement;
   ii. Past, present, and future verbs;
   iii. Singular, plural, common, and proper nouns;
   iv. Adjectives, including their comparative and superlative forms;
   v. Adverbs that convey time and manner that conveys that convey;
   vi. Prepositions and prepositional phrases;
   vii. Pronouns, including subjective, objective, and possessive cases;
   viii. Converting conjunctions to form compound subjects, predicates, and sentences;
   ix. Capitalization of official titles of people, holidays, and geographical names and places;

D. 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:

A. Compose literary texts, including personal narratives and poetry; using genre characteristics and craft;

B. Compose informational texts including brief compositions that convey information about a topic, using a clear organization and genre characteristics and craft;

C. Compose argumentative texts, including opinion essays, using genre characteristics and craft;

D. Compose research papers and essays; and

E. Publish written work for appropriate audiences.

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 on a topic for formal and informal inquiry;

B. Develop and follow a research plan with teacher support;

C. Identify and gather relevant information from a variety of sources;

D. Identify primary and secondary sources;

E. Demonstrate understanding of information gathered;

F. Recognize the difference between paraphrasing and plagiarism when using source materials;

G. Create a works cited page; and

H. Use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.