1. Developing and sustaining foundational language skills: listening, speaking, reading, and thinking—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 make pertinent comments;
   B. follow, restate, and give oral instructions that involve a series of related sequences of actions;
   C. express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and
   D. work collaboratively with others to develop a plan of shared responsibilities.

2. Developing and sustaining foundational language skills: listening, speaking, reading, and thinking—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 and apply phonetic knowledge by:
      i  decoding words with specific orthographic patterns and rules, including regular and irregular plurals;
      ii  decoding multisyllabic words with closed syllables; open syllables; VCe syllables;
      iii  vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
      iii  decoding words using advanced knowledge of syllable division such as VV;
      iv  decoding words using knowledge of prefixes;
      v  decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and
      vi  identifying and reading high-frequency words from a researched list;
   B. demonstrate and apply spelling knowledge by:
      i  spelling multisyllabic words with closed syllables; open syllables; VCe syllables;
      ii  vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
      iii  spelling homophones;
      iii  spelling multisyllabic words with multiple sound-spelling patterns;
      iv  spelling words using advanced knowledge of syllable division patterns;
      v  spelling words using knowledge of prefixes; and
      vi  spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and
      vii  writing legibly in print and cursive to complete assignments.

3. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
   A. use print or digital resources to determine meaning, syllabication, and pronunciation;
   B. use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
   C. determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity and roots such as auto, graph, and meter; and
   D. identify and explain the meaning of homophones such as reign/rain.

4. Developing and sustaining foundational language skills: listening, speaking, reading, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:
   A. use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text;
   B. develop and sustain oral language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to:
      i  select a self-selected text and read independently for a sustained period of time;
      ii  complete simple and compound sentences with subject-verb agreement and avoidance of run-ons and fragments;
      iii  singular, plural, common, and proper nouns;
      iv  prepositions and prepositional phrases;
      v  punctuation marks, including commas in compound sentences and quotation marks.
   C. develop and sustain oral language skills: listening, speaking, reading, writing, and thinking—multiple genres. 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. infer basic themes supported by text evidence;
      B. explain the interactions of the characters and changes they undergo;
      C. analyze plot elements, including the rising action, climax, falling action, and resolution; and
      D. explain the influence of the setting, including historical and cultural settings, on the plot.

5. Multiple genres: listening, speaking, reading, writing, and thinking 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 distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales;
   B. explain figurative language such as simile, metaphor, and personification that the poet uses to create images; and
   C. explain structure in drama such as character tags, acts, scenes, and state directions;
   D. recognize characteristics and structures of informational text, including:
      i  the central idea with supporting evidence;
      ii  features such as pronunciation guides and diagrams to support understanding of the text; and
      iii  organizational patterns such as compare and contrast; and
   E. recognize characteristics and structures of argumentative text by:
      i  identifying the claim;
      ii  explaining how the author has used facts for an argument; and
      iii  identifying the intended audience or reader.

6. Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze how the use of text structure contributes to the author’s purpose and audience using a range of strategies such as brainstorming, freewriting, and mapping.
   A. explain how the use of text structure contributes to the author’s purpose and audience using a range of strategies such as brainstorming, freewriting, and mapping;
   B. develop drafts into a focused, structured, and coherent piece of writing by:
      i  organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
      ii  developing an engaging idea with relevant details;
   C. revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; and
   D. edit drafts using standard English conventions, including:
      i  complete simple and compound sentences with subject-verb agreement and avoidance of run-ons and fragments;
      ii  past tense of irregular verbs;
      iii  singular, plural, common, and proper nouns;
      iv  adjectives, including their comparative and superlative forms;
      v  adverbs that convey frequency and intensity;
      vi  prepositions and prepositional phrases;
      vii  pronouns; and
      viii  coordinating conjunctions to form compound subjects, predicates, and sentences;
   E. using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and
   F. draft written work for appropriate audiences.

7. Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing composition. The student uses genre conventions to compose multiple texts that are legible and useful for 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, freewriting, and mapping;
   B. develop drafts into a focused, structured, and coherent piece of writing by:
      i  organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
      ii  developing an engaging idea with relevant details;
   C. revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; and
   D. edit drafts using standard English conventions, including:
      i  complete simple and compound sentences with subject-verb agreement and avoidance of run-ons and fragments;
      ii  past tense of irregular verbs;
      iii  singular, plural, common, and proper nouns;
      iv  adjectives, including their comparative and superlative forms;
      v  adverbs that convey frequency and intensity;
      vi  prepositions and prepositional phrases;
      vii  pronouns; and
      viii  coordinating conjunctions to form compound subjects, predicates, and sentences;