

1. **Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--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;
 - speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
 - work collaboratively with others by following agreed-upon rules, norms, and protocols; and
 - develop social communication such as conversing politely in all situations.
2. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, 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:**
- demonstrate and apply phonetic knowledge by:
 - decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;
 - decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 - decoding compound words, contractions, and abbreviations;
 - decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;
 - decoding words using knowledge of prefixes;
 - 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
 - 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 homophones;
 - spelling compound words, contractions, and abbreviations;
 - spelling multisyllabic words with multiple sound-spelling patterns;
 - spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;
 - spelling words using knowledge of prefixes; and
 - 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;
 - alphabetize a series of words to the third letter; and
 - write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.
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:**
- use print or digital resources to determine meaning, syllabication, and pronunciation;
 - use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;
 - identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and
 - identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.
4. **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--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, writing, and thinking--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, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. 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 society;
 - make inferences and use evidence to support understanding;
 - evaluate details read to determine key ideas;
 - synthesize information to create new understanding; and
 - 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, writing, and thinking 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 personal connections to a variety of sources, including self-selected texts;
 - write a response to a literary or informational text that demonstrates an understanding of a text;
 - use text evidence to support an appropriate response;
 - retell and paraphrase 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, writing, and thinking 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:**
- infer the theme of a work, distinguishing theme from topic;
 - explain the relationships among the major and minor characters;
 - analyze plot elements, including the sequence of events, the conflict, and the resolution; and
 - explain the influence of the setting on the plot.
9. **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:**
- demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;
 - explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;
 - discuss elements of drama such as characters, dialogue, setting, and acts;
 - recognize characteristics and structures of informational text, including:
 - the central idea with supporting evidence;
 - features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and
 - organizational patterns such as cause and effect and problem and solution;
 - recognize characteristics and structures of argumentative text by:
 - identifying the claim;
 - distinguishing facts from opinion; and
 - identifying the intended audience or reader; and
 - recognize characteristics of multimodal and digital texts.
10. **Author's purpose and craft: listening, speaking, reading, writing, and thinking 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:
- explain the author's purpose and message within a text;
 - explain how the use of text structure contributes to the author's purpose;
 - explain the author's use of print and graphic features to achieve specific purposes;
 - describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;
 - identify 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 hyperbole.
11. **Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses 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 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;
 - past, present, and future verb tense;
 - singular, plural, common, and proper nouns;
 - adjectives, including their comparative and superlative forms;
 - adverbs that convey time and adverbs that convey manner;
 - prepositions and prepositional phrases;
 - pronouns, including subjective, objective, and possessive cases;
 - coordinating conjunctions to form compound subjects, predicates, and sentences;
 - capitalization of official titles of people, holidays, and geographical names and places;
 - punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and
 - correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and
 - publish written work for appropriate audiences.
12. **Composition: listening, speaking, reading, writing, and thinking 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, including personal narratives and poetry, using genre characteristics and craft;
 - compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
 - compose argumentative texts, including opinion essays, using genre characteristics and craft; and
 - compose correspondence such as thank you notes or letters.
13. **Inquiry and research: listening, speaking, reading, writing, and thinking 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 questions on a topic for formal and informal inquiry;
 - develop and follow a research plan with adult assistance;
 - identify and gather relevant information from a variety of sources;
 - identify primary and secondary sources;
 - demonstrate understanding of information gathered;
 - recognize the difference between paraphrasing and plagiarism when using source materials;
 - create a works cited page; and
 - use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.