

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 and ask questions to understand information and answer questions using multi-word responses;
  - restate and follow oral directions that involve a short, related sequence of actions;
  - share information and ideas by speaking audibly and clearly using the conventions of language;
  - work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and
  - 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, 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 phonological awareness by:
    - identifying and producing rhyming words;
    - recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
    - identifying the individual words in a spoken sentence;
    - identifying syllables in spoken words;
    - blending syllables to form multisyllabic words;
    - segmenting multisyllabic words into syllables;
    - blending spoken onsets and rimes to form simple words;
    - blending spoken phonemes to form one-syllable words;
    - manipulating syllables within a multisyllabic word; and
    - segmenting spoken one-syllable words into individual phonemes;
  - demonstrate and apply phonetic knowledge by:
    - identifying and matching the common sounds that letters represent;
    - using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;
    - recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and
    - identifying and reading at least 25 high-frequency words from a research-based list;
  - demonstrate and apply spelling knowledge by:
    - spelling words with VC, CVC, and CCVC;
    - spelling words using sound-spelling patterns; and
    - spelling high-frequency words from a research-based list;
  - demonstrate print awareness by:
    - identifying the front cover, back cover, and title page of a book;
    - 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;
    - recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;
    - recognizing the difference between a letter and a printed word; and
    - identifying all uppercase and lowercase letters; and
  - develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
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 a resource such as a picture dictionary or digital resource to find words;
  - use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and
  - 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, writing, and thinking--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, 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 with adult assistance;
  - generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
  - make and confirm predictions using text features and structures with adult assistance;
  - create mental images to deepen understanding with adult assistance;
  - make connections to personal experiences, ideas in other texts, and society with adult assistance;
  - make inferences and use evidence to support understanding with adult assistance;
  - evaluate details to determine what is most important with adult assistance;
  - synthesize information to create new understanding with adult assistance; and
  - monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.
6. **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;
  - provide an oral, pictorial, or written response to a text;
  - use text evidence to support an appropriate response;
  - retell texts in ways that maintain meaning;
  - interact with sources in meaningful ways such as illustrating or writing; and
  - respond using newly acquired vocabulary as appropriate.
7. **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:
- discuss topics and determine the basic theme using text evidence with adult assistance;
  - identify and describe the main character(s);
  - describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and
  - describe the setting.
8. **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, and nursery rhymes;
  - discuss rhyme and rhythm in nursery rhymes and a variety of poems;
  - discuss main characters in drama;
  - recognize characteristics and structures of informational text, including:
    - the central idea and supporting evidence with adult assistance;
    - titles and simple graphics to gain information; and
    - the steps in a sequence with adult assistance;
  - recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and
  - recognize characteristics of multimodal and digital texts.
9. **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:
- discuss with adult assistance the author's purpose for writing text;
  - discuss with adult assistance how the use of text structure contributes to the author's purpose;
  - discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;
  - discuss with adult assistance how the author uses words that help the reader visualize; and
  - listen to and experience first- and third-person texts.
10. **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 by generating ideas for writing through class discussions and drawings;
  - develop drafts in oral, pictorial, or written form by organizing ideas;
  - revise drafts by adding details in pictures or words;
  - edit drafts with adult assistance using standard English conventions, including:
    - complete sentences;
    - verbs;
    - singular and plural nouns;
    - adjectives, including articles;
    - prepositions;
    - pronouns, including subjective, objective, and possessive cases;
    - capitalization of the first letter in a sentence and name;
    - punctuation marks at the end of declarative sentences; and
    - correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and
  - share writing.
11. **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:
- dictate or compose literary texts, including personal narratives; and
  - dictate or compose informational texts.
12. **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 for formal and informal inquiry with adult assistance;
  - develop and follow a research plan with adult assistance;
  - gather information from a variety of sources with adult assistance;
  - demonstrate understanding of information gathered with adult assistance; and
  - use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.