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| <p>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:</p> <ul style="list-style-type: none"> A. listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; B. follow, restate, and give oral instructions that involve a short, related sequence of actions; C. share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; D. work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and E. develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings. <p>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:</p> <ul style="list-style-type: none"> A. demonstrate phonological awareness by: <ul style="list-style-type: none"> i. producing a series of rhyming words; ii. recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; iii. distinguishing between long and short vowel sounds in one-syllable words; iv. recognizing the change in spoken word when a specified phoneme is added, changed, or removed; v. blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; vi. manipulating phonemes within base words; and vii. segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; B. demonstrate and apply phonetic knowledge by: <ul style="list-style-type: none"> i. decoding words in isolation and in context by applying common letter sound correspondences; ii. decoding words with initial and final consonant blends, digraphs, and trigraphs; iii. decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; iv. using knowledge of base words to decode common compound words and contractions; v. decoding words with inflectional endings, including -ed, -s, and -es; and vi. identifying and reading at least 100 high-frequency words from a research-based list; C. demonstrate and apply spelling knowledge by: <ul style="list-style-type: none"> i. spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; ii. spelling words with initial and final consonant blends, digraphs, and trigraphs; iii. spelling words using sound-spelling patterns; and iv. spelling high-frequency words from a research-based list; D. demonstrate print awareness by identifying the information that different parts of a book provide; E. alphabetize a series of words to the first or second letter and use a dictionary to find words; and F. develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words. <p>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:</p> <ul style="list-style-type: none"> 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; | <ul style="list-style-type: none"> C. identify the meaning of words with the affixes -s, -ed, and -ing; and D. identify and use words that name actions, directions, positions, sequences, categories, and locations. <p>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:</p> <ul style="list-style-type: none"> A. use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. <p>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:</p> <ul style="list-style-type: none"> A. self-select text and interact independently with text for increasing periods of time. <p>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:</p> <ul style="list-style-type: none"> 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, correct, or confirm predictions using text features, characteristics of genre, 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 society with adult assistance; F. make inferences and use evidence to support understanding with adult assistance; G. evaluate details 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 such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. <p>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:</p> <ul style="list-style-type: none"> A. describe personal connections to a variety of sources; B. write brief comments on literary or informational texts; 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. <p>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:</p> <ul style="list-style-type: none"> A. discuss topics and determine theme using text evidence with adult assistance; B. describe the main character(s) and the reason(s) for their actions; C. describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and D. describe the setting. <p>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:</p> <ul style="list-style-type: none"> A. demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; B. discuss rhyme, rhythm, repetition, and alliteration in a variety of poems; C. discuss elements of drama such as characters and setting; D. recognize characteristics and structures of informational text, including: <ul style="list-style-type: none"> i. the central idea and supporting evidence with adult assistance; ii. features and simple graphics to locate or gain information; and | <ul style="list-style-type: none"> iii. organizational patterns such as chronological order and description with adult assistance; E. recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and F. recognize characteristics of multimodal and digital texts. <p>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:</p> <ul style="list-style-type: none"> A. discuss the author's purpose for writing text; B. discuss how the use of text structure contributes to the author's purpose; C. discuss with adult assistance the author's use of print and graphic features to achieve specific purposes; D. discuss how the author uses words that help the reader visualize; and E. listen to and experience first- and third-person texts. <p>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:</p> <ul style="list-style-type: none"> A. plan a first draft by generating ideas for writing such as by drawing and brainstorming; B. develop drafts in oral, pictorial, or written form by: <ul style="list-style-type: none"> i. organizing with structure; and ii. developing an idea with specific and relevant details; C. revise drafts by adding details in pictures or words; D. edit drafts using standard English conventions, including: <ul style="list-style-type: none"> i. complete sentences with subject-verb agreement; ii. past and present verb tense; iii. singular, plural, common, and proper nouns; iv. adjectives, including articles; v. adverbs that convey time; vi. Prepositions; vii. pronouns, including subjective, objective, and possessive cases; viii. capitalization for the beginning of sentences and the pronoun "I"; ix. punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and x. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and E. publish and share writing. <p>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:</p> <ul style="list-style-type: none"> A. dictate or compose literary texts, including personal narratives and poetry; B. dictate or compose informational texts, including procedural texts; and C. dictate or compose correspondence such as thank you notes or letters. <p>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:</p> <ul style="list-style-type: none"> A. generate questions for formal and informal inquiry with adult assistance; B. develop and follow a research plan with adult assistance; C. identify and gather relevant sources and information to answer the questions with adult assistance; D. demonstrate understanding of information gathered with adult assistance; and E. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. |
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