

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 answer questions using multi-word responses;
  - follow, restate, and give oral instructions that involve a short, related sequence of actions;
  - share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
  - work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and
  - develop social communication such as distinguishing between asking and telling.
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:
    - producing a series of rhyming words;
    - distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;
    - recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and
    - manipulating phonemes within base words;
  - demonstrate and apply phonetic knowledge by:
    - decoding words with short, long, or variant vowels, trigraphs, and blends;
    - decoding words with silent letters such as knife and gnat;
    - 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 common abbreviations;
    - decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;
    - decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and
    - identifying and reading high-frequency words from a research-based list;
  - demonstrate and apply spelling knowledge by:
    - spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
    - spelling words with silent letters such as knife and gnat;
    - spelling compound words, contractions, and common abbreviations;
    - spelling multisyllabic words with multiple sound-spelling patterns;
    - spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and
    - spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;
  - alphabetize a series of words and use a dictionary or glossary to find words; and
  - develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.
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 and pronunciation of unknown words;
  - use context within and beyond a sentence to determine the meaning of unfamiliar words;
  - identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and
- D. identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.
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, checking for visual cues, and asking questions 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;
  - write brief comments on literary or informational texts that demonstrate an understanding of the 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 illustrating or writing; and
  - respond using newly acquired vocabulary as appropriate.
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:**
- discuss topics and determine theme using text evidence with adult assistance;
  - describe the main character's (characters') internal and external traits;
  - describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and
  - describe the importance of the setting.
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, and fairy tales;
  - explain visual patterns and structures in a variety of poems;
  - discuss elements of drama such as characters, dialogue, and setting;
  - recognize characteristics and structures of informational text, including:
    - the central idea and supporting evidence with adult assistance;
    - features and graphics to locate and gain information; and
    - organizational patterns such as chronological order and
- cause and effect stated explicitly;
- recognize characteristics of persuasive text, including:
    - stating what the author is trying to persuade the reader to think or do; and
    - distinguishing facts from opinion; 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:**
- discuss the author's purpose for writing text;
  - discuss how the use of text structure contributes to the author's purpose;
  - discuss the author's use of print and graphic features to achieve specific purposes;
  - discuss the use of descriptive, literal, and figurative language;
  - identify the use of first or third person in a text; and
  - identify and explain the use of repetition.
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 generating ideas for writing such as drawing and brainstorming;
  - develop drafts into a focused piece of writing by:
    - organizing with structure; and
    - developing an idea with specific and relevant details;
  - revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
  - edit drafts using standard English conventions, including:
    - complete sentences with subject-verb agreement;
    - past, present, and future verb tense;
    - singular, plural, common, and proper nouns;
    - adjectives, including articles;
    - adverbs that convey time and adverbs that convey place;
    - prepositions and prepositional phrases;
    - pronouns, including subjective, objective, and possessive cases;
    - coordinating conjunctions to form compound subjects and predicates;
    - capitalization of months, days of the week, and the salutation and conclusion of a letter;
    - end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and
    - correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and
  - publish and share writing.
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;
  - compose informational texts, including procedural texts and reports; 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 for formal and informal inquiry with adult assistance;
  - develop and follow a research plan with adult assistance;
  - identify and gather relevant sources and information to answer the questions;
  - identify primary and secondary sources;
  - demonstrate understanding of information gathered;
  - cite sources appropriately; and use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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