

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 to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;
 - follow, restate, and give oral instructions that include multiple action steps;
 - give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and
 - work collaboratively with others to develop a plan of shared responsibilities.
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 words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;
 - decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 - decoding words using advanced knowledge of syllable division patterns;
 - decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; 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 words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;
 - spelling multisyllabic words with multiple sound-spelling patterns;
 - spelling words using advanced knowledge of syllable division patterns;
 - 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; and
 - write legibly in cursive.
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, pronunciation, and word origin;
 - use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
 - identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and
 - identify, use, and explain the meaning of adages and puns.
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 responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;
 - use text evidence to support an appropriate response;
 - retell, paraphrase, or summarize 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 multiple themes within a text using text evidence;
 - analyze the relationships of and conflicts among the characters;
 - analyze plot elements, including rising action, climax, falling action, and resolution; and
 - analyze the influence of the setting, including historical and cultural settings, 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, legends, myths, and tall tales;
 - explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;
 - explain structure in drama such as character tags, acts, scenes, and stage directions;
 - recognize characteristics and structures of informational text, including:
 - the central idea with supporting evidence;
 - features such as insets, timelines, and sidebars to support understanding; and
 - organizational patterns such as logical order and order of importance;
 - recognize characteristics and structures of argumentative text by:
 - identifying the claim;
 - explaining how the author has used facts for or against an argument; 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;
 - analyze how the use of text structure contributes to the author's purpose;
 - analyze 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 metaphor, and sound devices achieves specific purposes;
 - identify and understand the use of literary devices, including first- or third-person point of view;
 - examine how the author's use of language contributes to voice; and
 - explain the purpose of hyperbole, stereotyping, and anecdote.
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, transitions, and a conclusion; and
 - developing an engaging idea reflecting depth of thought with specific facts and 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 and avoidance of splices, run-ons, and fragments;
 - past tense of irregular verbs;
 - collective nouns;
 - adjectives, including their comparative and superlative forms;
 - conjunctive adverbs;
 - prepositions and prepositional phrases and their influence on subject-verb agreement;
 - pronouns, including indefinite;
 - subordinating conjunctions to form complex sentences;
 - capitalization of abbreviations, initials, acronyms, and organizations;
 - punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; 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 such as personal narratives, fiction, 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 that requests information.
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 and clarify 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;
 - understand credibility of primary and secondary sources;
 - demonstrate understanding of information gathered;
 - differentiate between paraphrasing and plagiarism when using source materials;
 - develop a bibliography; and
 - use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.