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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 and ask questions to understand information and answer questions using multi-word responses; B. restate and follow oral directions that involve a short, related sequence of actions; C. share information and ideas by speaking audibly and clearly using the conventions of language; D. work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and E. develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants. <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. identifying and producing rhyming words; ii. recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; iii. identifying the individual words in a spoken sentence; iv. identifying syllables in spoken words; v. blending syllables to form multisyllabic words; vi. segmenting multisyllabic words into syllables; vii. blending spoken onsets and rimes to form simple words; viii. blending spoken phonemes to form one-syllable words; ix. manipulating syllables within a multisyllabic word; and x. segmenting spoken one-syllable words into individual phonemes; B. demonstrate and apply phonetic knowledge by: <ul style="list-style-type: none"> i. identifying and matching the common sounds that letters represent; ii. using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; iii. recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and iv. identifying and reading at least 25 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 VC, CVC, and CCVC; ii. spelling words using sound-spelling patterns; and iii. spelling high-frequency words from a research-based list; D. demonstrate print awareness by: <ul style="list-style-type: none"> i. identifying the front cover, back cover, and title page of a book; ii. 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; iii. recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; iv. recognizing the difference between a letter and a printed word; and v. identifying all uppercase and lowercase letters; and E. develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality. <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; and C. identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations. | <p>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.</p> <p>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:</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 and confirm predictions using text features 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 with adult assistance. <p>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:</p> <ul style="list-style-type: none"> A. describe personal connections to a variety of sources; B. provide an oral, pictorial, or written response to a text; 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>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:</p> <ul style="list-style-type: none"> A. discuss topics and determine the basic theme using text evidence with adult assistance; B. identify and describe the main character(s); C. describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and D. describe the setting. <p>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:</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 and rhythm in nursery rhymes and a variety of poems; C. discuss main characters in drama; 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. titles and simple graphics to gain information; and iii. the steps in a sequence 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>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:</p> <ul style="list-style-type: none"> A. discuss with adult assistance the author's purpose for writing text; B. discuss with adult assistance 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 with adult assistance how the author uses words that help the reader visualize; and E. listen to and experience first- and third-person texts. <p>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:</p> <ul style="list-style-type: none"> A. plan by generating ideas for writing through class discussions and drawings; B. develop drafts in oral, pictorial, or written form by organizing ideas; C. revise drafts by adding details in pictures or words; D. edit drafts with adult assistance using standard English conventions, including: <ul style="list-style-type: none"> i. complete sentences; ii. verbs; iii. singular and plural nouns; iv. adjectives, including articles; v. prepositions; vi. pronouns, including subjective, objective, and possessive cases; vii. capitalization of the first letter in a sentence and name; viii. punctuation marks at the end of declarative sentences; and ix. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and E. share writing. <p>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:</p> <ul style="list-style-type: none"> A. dictate or compose literary texts, including personal narratives; and B. dictate or compose informational texts. <p>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:</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. gather information from a variety of sources 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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