

Knowledge and Skills

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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> <p>A. listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;</p> <p>B. follow, restate, and give oral instructions that include multiple action steps;</p> <p>C. give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and</p> <p>D. work collaboratively with others to develop a plan of shared responsibilities.</p> <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> <p>A. demonstrate and apply phonetic knowledge by:</p> <p>i decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</p> <p>ii decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>iii decoding words using advanced knowledge of syllable division patterns;</p> <p>iv decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and</p> <p>v identifying and reading high-frequency words from a research-based list;</p> <p>B. demonstrate and apply spelling knowledge by:</p> <p>i spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>ii spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</p> <p>iii spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>iv spelling words using advanced knowledge of syllable division patterns;</p> <p>v spelling words using knowledge of prefixes; and</p> <p>vi 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</p> <p>C. write legibly in cursive</p> <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> <p>A. use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;</p> <p>B. use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p> <p>C. identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and</p> <p>D. identify, use, and explain the meaning of adages and puns.</p> <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 use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <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 self-select text and read independently for a sustained period of time.</p> <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> <p>A. establish purpose for reading assigned and self-selected texts;</p> <p>B. generate questions about text before, during, and after reading to deepen understanding and gain information;</p> | <p>C. make [and] correct or confirm predictions using text features, characteristics of genre, and structure.</p> <p>D. create mental images to deepen understanding;</p> <p>E. make connections to personal experiences, ideas in other texts, and society;</p> <p>F. make inferences and use evidence to support understanding;</p> <p>G. evaluate details read to determine key ideas;</p> <p>H. synthesize information to create new understanding; and</p> <p>I. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <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> <p>A. describe personal connections to a variety of sources, including self-selected texts;</p> <p>B. write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p> <p>C. use text evidence to support an appropriate response;</p> <p>D. retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p> <p>E. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p>F. respond using newly acquired vocabulary as appropriate; and</p> <p>G. discuss specific ideas in the text that are important to the meaning.</p> <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> <p>A. infer multiple themes within a text using text evidence;</p> <p>B. analyze the relationships of and conflicts among the characters;</p> <p>C. analyze plot elements, including rising action, climax, falling action, and resolution; and</p> <p>D. analyze the influence of the setting, including historical and cultural settings, on the plot.</p> <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> <p>A. demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;</p> <p>B. 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;</p> <p>C. explain structure in drama such as character tags, dialogue, setting, acts, and scenes;</p> <p>D. recognize characteristics and structures of informational text, including:</p> <p>i the central idea with supporting evidence;</p> <p>ii features such as insets, timelines, and sidebars to support understanding of text; and</p> <p>iii organizational patterns such as logical order and order of importance; and</p> <p>E. recognize characteristics and structures of argumentative text by:</p> <p>i identifying the claim;</p> <p>ii explaining how the author has used facts for or against an argument; and</p> <p>iii identifying the intended audience or reader.</p> <p>F. recognize characteristics of multimodal and digital texts.</p> <p>10. Author's purpose and craft: listening, speaking, reading, and writing 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> | <p>A. explain the author's purpose and message within a text;</p> <p>B. analyze how the use of text structure contributes to the author's purpose;</p> <p>C. analyze the author's use of print and graphic features to achieve specific purposes.</p> <p>D. describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;</p> <p>E. identify and understand the use of literary devices, including first- or third-person point of view;</p> <p>F. examine how the author's use of language contributes to voice; and</p> <p>G. explain the purpose of hyperbole, stereotyping, and anecdote</p> <p>. 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 use appropriate conventions. The student is expected to:</p> <p>A. 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;</p> <p>B. develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>i organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</p> <p>ii developing an engaging idea reflecting depth of thought with specific facts and details</p> <p>C. revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>D. edit drafts using standard English conventions, including:</p> <p>i complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons and fragments;</p> <p>ii paste tense of irregular verbs;</p> <p>iii collective nouns;</p> <p>iv adjectives, including their comparative and superlative forms;</p> <p>v conjunctive adverbs;</p> <p>vi prepositions and prepositional phrases and their influence on subject-verb agreement;</p> <p>vii indefinite pronouns;</p> <p>viii correlative conjunctions such as either/or and neither/nor;</p> <p>ix capitalization of abbreviations, initials, acronyms, and organizations;</p> <p>x punctuation marks, including commas in compound sentences and quotation marks in dialogue; and</p> <p>xi proper mechanics, including italics and underlining for titles and emphasis;</p> <p>12. Composition: listening, speaking, reading, and writing using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>A. compose literary texts such as personal narratives, fiction, and poetry;</p> <p>B. compose informational texts using genre characteristics and craft;</p> <p>C. compose argumentative texts, including opinion essays, using genre characteristics and craft; and</p> <p>D. compose correspondence that requests information.</p> <p>13. Inquiry and research: listening, speaking, reading, and writing 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> <p>A. generate and clarify questions on a topic for formal and informal inquiry;</p> <p>B. develop and follow a research plan with teacher support;</p> <p>C. identify and gather relevant information from a variety of sources;</p> <p>D. understand credibility of primary and secondary sources;</p> <p>E. differentiate between paraphrasing and plagiarism when using source materials;</p> <p>F. develop a bibliography; and</p> <p>G. use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.</p> |
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