

Knowledge and Skills

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| <p>1. Developing and sustaining foundational language skills: listening, speaking, and discussion--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p>A. listen actively and ask questions to understand information;</p> <p>B. restate and follow oral directions that involve a short, related sequence of actions;</p> <p>C. share information and ideas by speaking audibly and clearly using the conventions of language;</p> <p>D. work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and</p> <p>E. develop social communication such as introducing himself/herself using common greetings and expressing needs and wants.</p> <p>2. Developing and sustaining foundational language skills: listening, speaking, reading, and writing-- 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 phonological awareness by:</p> <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; <p>B. demonstrate and apply phonetic knowledge by:</p> <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; <p>C. demonstrate and apply spelling knowledge by:</p> <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; <p>D. demonstrate print awareness by:</p> <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 <p>E. develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p> | <p>B. use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and</p> <p>C. identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.</p> <p>4. Developing and sustaining foundational language skills: listening, speaking, reading, and writing-- 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, and writing using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension with increasingly complex texts. The student is expected to:</p> <p>A. establish purpose for reading assigned and self-selected texts with adult assistance;</p> <p>B. generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</p> <p>C. make and confirm predictions using text features and structures with adult assistance;</p> <p>D. create mental images to deepen understanding with adult assistance;</p> <p>E. make connections to personal experiences, ideas in other texts, and the society with adult assistance;</p> <p>F. make inferences and use evidence to support understanding with adult assistance;</p> <p>G. evaluate information to determine what is most important with adult assistance;</p> <p>H. synthesize information to create new understanding with adult assistance; and</p> <p>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> <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> <p>A. describe the personal connections to a variety of sources;</p> <p>B. provide an oral, pictorial, or written response to a text;</p> <p>C. use text evidence to support an appropriate response;</p> <p>D. retell texts in ways that maintain meaning;</p> <p>E. interact with sources in meaningful ways such as illustrating or writing; and</p> <p>F. respond using newly acquired vocabulary as appropriate.</p> <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> <p>A. discuss topics and determine the basic theme using text evidence with adult assistance;</p> <p>B. identify and describe the main character(s);</p> <p>C. describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud; with adult assistance and</p> <p>D. describe the setting.</p> | <p>A. demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;</p> <p>B. discuss rhyme and rhythm in nursery rhymes and a variety of poems;</p> <p>C. discuss main characters in drama;</p> <p>D. recognize characteristics and structures of informational text, including:</p> <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. <p>E. recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.</p> <p>F. recognize characteristics of multimodal and digital texts</p> <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> <p>A. discuss with adult assistance the author's purpose for writing text;</p> <p>B. discuss with adult assistance how the use of text structure contributes to the author's purpose;</p> <p>C. discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</p> <p>D. discuss with adult assistance how the author uses words that help the reader visualize; and</p> <p>E. listen to and experience first- and third-person texts.</p> <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> <p>A. plan by generating ideas for writing through class discussions and drawings;</p> <p>B. develop drafts in oral, pictorial, or written form by organizing ideas;</p> <p>C. revise drafts by adding details in pictures or words;</p> <p>D. edit drafts with adult assistance using standard English conventions, including:</p> <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; ix correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words <p>E. share writing.</p> |
| <p>3. Developing and sustaining foundational language skills: listening, speaking, reading, and writing-- vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p>A. use a resource such as a picture dictionary or digital resource to find words;</p> | <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> | <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> <p>A. dictate or compose literary texts, including personal narratives; and</p> <p>B. dictate or compose informational texts.</p> <p>12. Inquiry and research: listening, speaking, reading, writing, and listening 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 questions for formal and informal inquiry with adult assistance;</p> <p>B. develop and follow a research plan with adult assistance;</p> <p>C. gather information from a variety of sources with adult assistance;</p> <p>D. demonstrate understanding of information gathered with adult assistance; and</p> <p>E. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> |