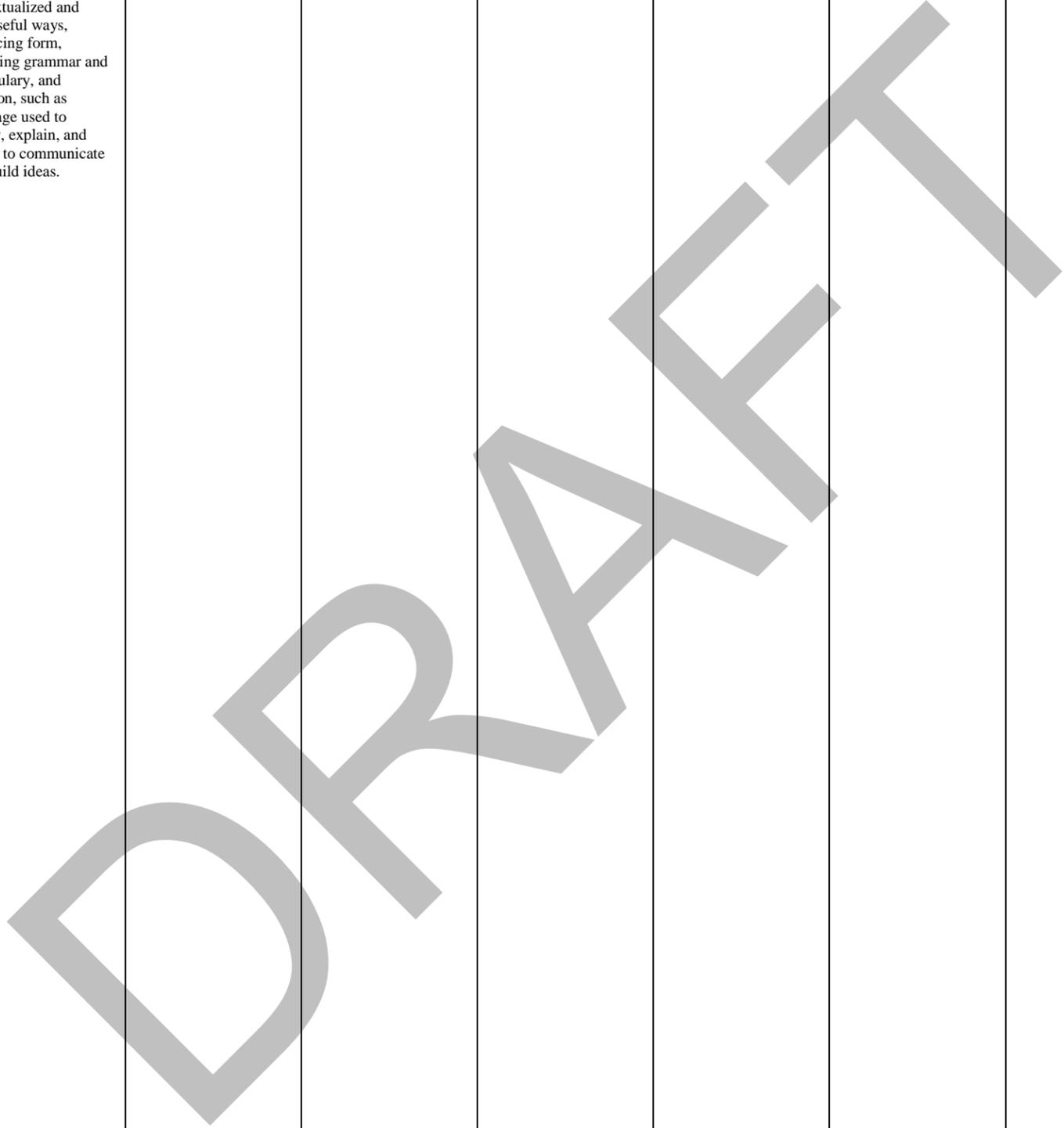


(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
(A) self-select text and read independently for a sustained period of time;	(A) self-select text and read independently for a sustained period of time;	(A) self-select text and read independently for a sustained period of time;	(A) self-select text and read independently for a sustained period of time;	(A) self-select text and read independently for a sustained period of time;	(A) self-select text and read independently for a sustained period of time;	(A) self-select text and read independently for a sustained period of time;	(A) self-select text and read independently for a sustained period of time;	(A) self-select text and read independently for a sustained period of time;	(A) self-select text and read independently for a sustained period of time;	(A) self-select text and read independently for a sustained period of time;	(A) self-select text and read independently for a sustained period of time;	(A) self-select text and read independently for a sustained period of time;
(B) develop vocabulary to:	(B) develop vocabulary to:	(B) develop vocabulary to:	(B) develop vocabulary to:	(B) develop vocabulary to:	(B) Develop vocabulary to:	(B) develop vocabulary to:	(B) develop vocabulary to:	(B) develop vocabulary to:	(B) develop vocabulary to:	(B) develop vocabulary to:	(B) Develop vocabulary to:	(B) develop vocabulary to:
(i) use a variety of resources such as a picture dictionary, environmental print, or digital and web-based resources to find words;	(i) use environmental print and digital and web-based resources to find words;	(i) use print, digital, and web-based resources determine meanings, syllabication and pronunciation to validate understanding of unknown words;	[Current (B)(v) and (vi) have been combined into new (B)(i)] (i) use print, digital, and web-based resources to determine meanings, syllabication, and pronunciation to validate understanding of unknown words;	(i) use print, digital, and web-based reference materials to determine meanings, syllabication, and pronunciation to validate understanding of unknown words;	(i) use a variety of resources print, digital, and web-based to determine meanings, syllabication, and pronunciation to validate understanding of unknown words;	(i) use print, digital and web-based reference resources to determine the meanings, syllabication, and pronunciation, alternate word choices, and parts of speech of words in context;	(i) use a variety of resources print digital and web-based to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words in context;	(i) use a variety of resources print, digital, and web-based including dictionaries, thesauri or glossaries, to define, clarify, and validate understanding;	(i) use a variety of resources print digital, and web-based including dictionaries, thesauri or glossaries, to define, clarify, and validate understanding;	(i) use a variety of resources print digital, and web-based including dictionaries, thesauri or glossaries, to define, clarify, and validate understanding;	(i) use a variety of resources print digital, and web-based including dictionaries, thesauri or glossaries, to define, clarify, and validate understanding;	(i) use a variety of resources print digital, and web-based including dictionaries, thesauri or glossaries, to define, clarify, and validate understanding;
(ii) identify the meaning of short vowel base words with the affix -s;	(ii) determine what words mean from how they are used in grade level text;	(ii) use a dictionary, a glossary, digital, and web-based resources to find words and determine meaning;	(ii) use print, digital, and web-based resources to determine meanings, syllabication, and pronunciation to validate understanding of unknown words;	(ii) use context to determine the meaning of unfamiliar words or multiple meaning words in grade level text;	(ii) use context to determine the meaning of unfamiliar words or multiple meaning words in grade level text;	(ii) use context to determine the meaning of unfamiliar words or multiple meaning words; and	(ii) use context and structure to determine or clarify the meaning of unfamiliar or multiple meaning words; and	(ii) use context and structure within a sentence and in larger sections of text to determine or clarify the meaning of unfamiliar or ambiguous words with novel meanings; and	(ii) use context and knowledge of roots, affixes, and cognates to determine denotation and connotation of unfamiliar words and phrases; and	(ii) use context and knowledge of roots, affixes, and cognates to determine denotation and connotation of unfamiliar words and phrases; and	(ii) use context and knowledge of roots, affixes, and cognates to determine denotation and connotation of unfamiliar words and phrases; and	(ii) use context and knowledge of roots, affixes, and cognates to determine denotation and connotation of unfamiliar words and phrases; and
(iii) identify and sort pictures of objects into conceptual categories such as colors and shapes;	(iii) identify the meaning of base words with affixes including -ed and -ing; and	(iii) use context to determine the meaning of unfamiliar words or multiple meaning words in grade level text;	(iii) identify the meaning of base words with affixes including im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful;	(iii) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots including auto, bio, graph, meter, phon, port, and tele;	(iii) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots including: terr, chrono, audi, geo, dict, photo, and ject;	(iii) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots including: mis/mit, bene, man, vac, scrib/script, and jur/jus;	(iii) determine the meaning and usage of grade-level academic English words derived from Greek and Latin including: omni, log/logue, gen, vid/vis, phil, luc, and sens/sent;	(iii) apply word study to increase vocabulary and learn new words and concepts, including academic and other content vocabulary; and	(iii) apply word study to increase vocabulary and learn new words and concepts, including academic and other content vocabulary; and	(iii) apply word study to increase vocabulary and learn new words and concepts, including academic and other content vocabulary; and	(iii) apply word study to increase vocabulary and learn new words and concepts, including academic and other content vocabulary; and	(iii) apply word study to increase vocabulary and learn new words and concepts, including academic and other content vocabulary; and
(iv) understand that compound words are made of two shorter words;	(iv) identify and sort words into conceptual categories such as opposites or living things;	(iv) identify the meaning of base words with affixes including un-, re-, -ly, -er/or, and -ion/tion/sion; and	(iv) identify the meaning of base words with affixes including im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful;	(iv) identify the meaning of base words with affixes including over-, mis-, sub-, inter-, fore-, under-, en-, -en, -ic, -ment, -ity/ty, and -ible/able;	(iv) identify the meaning of base words with affixes including: de-, trans-, super-, anti-, mid-, semi-, -al/ial, -ive, -ous/-eous/-ious, and -logy;	(iv) identify the meaning of base words with affixes including: de-, trans-, super-, anti-, mid-, semi-, -al/ial, -ive, -ous/-eous/-ious, and -logy;	(iv) identify the meaning of base words with affixes including: de-, trans-, super-, anti-, mid-, semi-, -al/ial, -ive, -ous/-eous/-ious, and -logy;	(iv) determine the meaning and usage of grade-level academic English words derived from Greek and Latin including ast, qui, path, mand/mend and duc;	(iv) determine the meaning and usage of grade-level academic English words derived from Greek and Latin including ast, qui, path, mand/mend and duc;	(iv) determine the meaning and usage of grade-level academic English words derived from Greek and Latin including ast, qui, path, mand/mend and duc;	(iv) determine the meaning and usage of grade-level academic English words derived from Greek and Latin including ast, qui, path, mand/mend and duc;	(iv) determine the meaning and usage of grade-level academic English words derived from Greek and Latin including ast, qui, path, mand/mend and duc;
(v) demonstrate the one-to-one correspondence between a spoken word and a printed word in text; and	(D) print complete words, thoughts, and answers legibly leaving appropriate spaces between words;	(v) identify and use antonyms and synonyms;	[Current (B)(ii) has been broken out into new (B)(iv) and (v)]	(v) complete analogies using knowledge of antonyms and synonyms such as boy : girl as male : _____;	(v) investigate word relationships such as antonyms, synonyms, and analogies;	(v) investigate word relationships such as antonyms, synonyms, and analogies;	(v) giving an organized presentation with a specific point of view;	(v) giving an organized presentation with a specific point of view;	(v) giving an organized presentation with a specific point of view.	(v) giving an organized presentation with a specific point of view.	(v) giving an organized presentation with a specific point of view.	(v) giving an organized presentation with a specific point of view.
(vi) identify and use words that name actions, directions, positions, sequences, and locations;	(E) demonstrate and apply phonetic knowledge by:	(C) use appropriate rate, accuracy, and prosody when reading grade level text;	(iv) read and identify antonyms and synonyms;	(v) read and spell homographs and homophones; and	(vi) differentiate between commonly confused terms such as its, it's; affect, effect; and	(vi) differentiate between commonly confused terms such as its, it's; affect, effect; and	(ii) developing strategies to support active listening; and	(ii) developing strategies to support active listening; and	(ii) developing strategies to support active listening; and	(ii) developing strategies to support active listening; and	(ii) developing strategies to support active listening; and	(ii) developing strategies to support active listening; and
(C) accurately form all upper and lowercase letters using appropriate directionality;	(i) decoding and encoding all consonants including hard and soft c, hard and soft g, and s=/s/ and s=/z/;	(D) accurately form all upper and lowercase curvive letters using appropriate strokes when connecting letters;	(vi) distinguish the meaning of multiple meaning words and homographs;	(C) use appropriate rate, accuracy, and prosody when reading grade-level text;	(vii) identify and explain the meaning of idioms such as "green with envy" and adages such as "look before you leap";	(vii) identify and explain the meaning of idioms such as "it's raining cats and dogs";	(iii) adjusting content of interview questions based on new information and answers.	(iii) adjusting content of interview questions based on new information and answers.	(iii) adjusting content of interview questions based on new information and answers.	(iii) adjusting content of interview questions based on new information and answers.	(iii) adjusting content of interview questions based on new information and answers.	(iii) adjusting content of interview questions based on new information and answers.
(D) demonstrate and apply phonetic knowledge by:	(ii) decoding and encoding initial and final consonant blends such as grab, fast, and stamp in isolation and in context;	(E) demonstrate and apply phonetic knowledge by:	(C) use appropriate rate, accuracy, and prosody when reading grade-level text;	(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words;	(C) use appropriate rate, accuracy, and prosody when reading grade level text;	(C) use appropriate rate, accuracy, and prosody when reading grade level text;	(iii) giving an organized presentation with a specific point of view;	(iii) giving an organized presentation with a specific point of view;	(iii) giving an organized presentation with a specific point of view.	(iii) giving an organized presentation with a specific point of view.	(iii) giving an organized presentation with a specific point of view.	(iii) giving an organized presentation with a specific point of view.
(i) using letter-sound relationships to decode including VC, CVC, CCVC, and CVCC words and encode VC and CVC words in isolation and in context;	(iii) decoding and encoding consonant digraphs including ch, th, sh, wh, ng, ck, and ph in isolation and in context;	(i) decoding and encoding complex consonants such as scr-, -dge, and -tch in isolation and in context; [moved from 3rd]	(D) demonstrate and apply phonetic knowledge by:	(E) demonstrate and apply phonetic knowledge by:	(D) write legibly in print and cursive;	(D) write legibly in print and cursive;	(iv) developing strategies to support active listening;	(iv) developing strategies to support active listening;	(iv) developing strategies to support active listening; and	(iv) developing strategies to support active listening; and	(iv) developing strategies to support active listening; and	(iv) developing strategies to support active listening; and
(ii) identifying and matching the common sounds that letters represent;	(iv) decoding and encoding closed syllables with short vowel sounds such as mat and black in isolation and in context;	(ii) decoding and encoding words with silent letters including wr, kn, gn, mb, lk, and lf in isolation and in context; (new)	(E) demonstrate and apply phonetic knowledge by:	(E) demonstrate and apply phonetic knowledge by:	(E) demonstrate and apply phonetic knowledge by:	(E) demonstrate and apply phonetic knowledge by:	(v) conducting an interview, including social, informative, and literary;	(v) conducting an interview, including social, informative, and literary;	(v) conducting an interview, including social, informative, and literary;	(v) conducting an interview, including social, informative, and literary;	(v) conducting an interview, including social, informative, and literary;	(v) conducting an interview, including social, informative, and literary;
(iii) identifying and reading at least 25 - 100 high-frequency words with automaticity from a research based list; and	(iii) decoding and encoding multisyllabic closed syllables with	(iii) decoding and encoding multisyllabic closed syllables with	(i) decoding and encoding multisyllabic vowel teams including -eigh as in eight and	(E) demonstrate and apply phonetic knowledge by:	(i) decoding and encoding consonant	(i) decoding and encoding consonant						

<p>(iv) recognizing that new words are created when letters are changed, added, or deleted;</p> <p>(E) demonstrate print awareness by:</p> <p>(i) identifying the front cover, back cover, and title page of a book;</p> <p>(ii) recognizing that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries;</p> <p>(iii) holding a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right with return sweep;</p> <p>(iv) recognizing environmental print;</p> <p>(v) recognizing that spoken words can be represented by print for communication;</p> <p>(vi) recognizing the difference between a letter and a printed word;</p> <p>(vii) identifying all upper and lowercase letters with automaticity; and</p> <p>[moved from Grade 1 A]</p> <p>(viii) sequencing the letters of the alphabet;</p> <p>(F) demonstrate phonological awareness by:</p> <p>(i) identifying and producing rhyming words in response to an oral prompt;</p> <p>(ii) identifying the individual words in a spoken sentence;</p> <p>(iii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound such as big blue ball;</p> <p>(iv) blending spoken onsets and rimes to form simple words such as the onset /c/ and the rime /at/ to make cat;</p>	<p>(v) decoding and encoding open syllables with the long vowel sound such as he and baby in isolation and in context;</p> <p>(vi) decoding and vowel-consonant-silent e syllables with the long vowel sound such as kite in isolation and in context;</p> <p>(vii) decoding and encoding vowel teams including ai as in rain, ay as in day, ee as in feet, ea as in eat and head, oa as in oat, oe as in toe, ie as in tie, ow as in snow and cow, oo as in moon and foot, ou as in soup, aw as in saw, oi as in oil, oy as in boy and ew as in few in isolation and in context;</p> <p>(viii) decoding and encoding r-controlled syllables including er as in her, ir as in bird, ur as in turn, ar as in star, and or as in fork in isolation and in context;</p> <p>(ix) decoding and encoding final stable syllables such as apple and able in isolation and in context;</p> <p>(x) using knowledge of base words to read compound words such as football and daydream;</p> <p>(xi) decoding and encoding contractions such as can't;</p> <p>(xii) identifying and reading at least 100-300 high-frequency words from a research-based list; and</p> <p>(xiii) monitoring accuracy of decoding and encoding;</p> <p>(F) demonstrate print awareness by:</p> <p>(i) alphabetizing to the first letter;</p> <p>(ii) identifying the different parts of a book provides such as title, author, illustrator, and table of contents; and</p>	<p>short vowel sounds such as picnic and monster in isolation and in context;</p> <p>(iv) decoding and encoding multisyllabic open syllables with the long vowel sound such as ti-dy and o-pen;</p> <p>(v) decoding and encoding multisyllabic vowel-consonant-silent e syllables with the long vowel sound such as in-vite, in isolation and in context;</p> <p>(vi) decoding and encoding multisyllabic vowel teams including ue as in cue, ei as in ceiling, ey as in key, ea as in steak, au as in sauce, ui as in suit, and igh as in night in isolation and in context;</p> <p>(vii) decoding and encoding multisyllabic r-controlled syllables such as mer-maid in isolation and in context;</p> <p>(viii) decoding and encoding multisyllabic final stable syllables such as sta-tion in isolation and in context;</p> <p>(ix) spelling base words with inflectional suffixes such as ing and ed;</p> <p>(x) reading abbreviations such as Mr., and Ave;</p> <p>(xi) decoding and encoding contractions such as haven't;</p> <p>(xii) reading and spelling at least 300-500 high-frequency words from a research-based list; and</p> <p>(xiii) decoding and encoding words with double consonants in the middle of the word; [moved from 3rd]</p> <p>(F) demonstrate print awareness to:</p> <p>(i) alphabetize to the second letter;</p> <p>(ii) use common graphic features to assist in the interpretation of text</p>	<p>height, -ough as in though, bought, and bough, -augh as in caught, and -eu as in fued in isolation and context;</p> <p>[Current (A)(ii) has been broken out into new (E)(ii)-(iv)]</p> <p>(ii) decoding and encoding multisyllabic words with a doubled final consonant when an ending was added;</p> <p>(iii) decoding and encoding multisyllabic words that have dropped the final -e when adding endings that start with a vowel;</p> <p>(iv) decoding and encoding multisyllabic words that change the final -y to an -i when adding an ending that starts with a vowel; and</p> <p>(v) read and spell high frequency words, compound words, and contractions;</p> <p>(F) demonstrate print awareness by:</p> <p>(i) alphabetizing to the third letter; [moved from 4th grade]</p> <p>(G) develop oral language through listening and speaking by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(iii) giving descriptive, informative, and procedural presentations;</p> <p>(iv) listening and responding to information presented by others;</p> <p>(v) listening to and distinguishing between relevant and irrelevant information;</p> <p>(vi) developing social communication such as,</p>	<p>(i) decoding and encoding orthographic patterns and irregular plurals;</p> <p>(ii) using spelling patterns and rules to determine correct spelling; and</p> <p>(iii) encode common homophones such as two, to, and too; and [current (B)(iv) was separated out into (B)(vi) and (E)(iii)]</p> <p>(F) develop oral language through listening and speaking by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(iii) giving descriptive, informative, and procedural presentations;</p> <p>(iv) actively listening to sustained oral input, including reading, media, and dialogue;</p> <p>(v) conducting an interview, including social and informative;</p> <p>(vi) developing social communication such as, applying appropriate language for a situation using English language conventions; and</p> <p>(vii) producing oral language in contextualized and purposeful ways, practicing form, including grammar and vocabulary, and function, such as language used to clarify, explain, and argue, to communicate and build ideas.</p>	<p>changes including /t/ to /sh/ such as in select and selection;</p> <p>(ii) decoding and encoding /k/ to /sh/ such as in music and musician;</p> <p>(iii) decoding and encoding vowel changes including long to short such as in define to definition;</p> <p>(iv) decoding and encoding silent and sounded consonants such as sign to signal; and</p> <p>(v) decoding and encoding base words with affixes, including:de-, trans-, super-, anti-, mid-, semi—, -al/lial, -ive, -ous/-eous/-ious, and -logy; and</p> <p>(F) develop oral language through listening and speaking by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(iii) giving descriptive, informative, and procedural presentations;</p> <p>(iv) listening to and drawing conclusions in content learning activities;</p> <p>(v) conducting an interview, including social, informative, and literary;</p> <p>(vi) developing social communication such as, providing peers with constructive praise and feedback, using oral language to explore, negotiate, and solve problems; and</p> <p>(vii) using oral language to inform, to persuade, and to entertain.</p>	<p>(vi) developing social communication such as, providing peers with constructive praise and feedback, using oral language to explore, and negotiating and solving problems; and</p> <p>(vii) listening and responding to critique from peers after an oral presentation.</p>						
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<p>(v) isolating the initial sound in one-syllable spoken words;</p> <p>(vi) blending spoken phonemes to form one-syllable words such as /m/ /a/ /n/ says man;</p> <p>(vii) segmenting spoken one-syllable words into individual phonemes such as dog: /d/ /o/ /g/; and</p> <p>(viii) identifying syllables in spoken words; and</p> <p>(G) develop oral language through listening and speaking by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(iii) giving a descriptive presentation;</p> <p>(iv) identifying sounds in school and surrounding environment;</p> <p>(v) participating in discussion by alternating between listening and speaking and taking turns;</p> <p>(vi) developing social communication, such as introducing self, common greetings, and expressing needs and wants; and</p> <p>(vii) answering open-ended questions.</p>	<p>(iii) recognizing the distinguishing features of a sentence such as capitalization of first word and ending punctuation;</p> <p>(G) demonstrate phonological awareness by:</p> <p>(i) orally generating a series of original rhyming words using a variety of phonograms and consonant blends such as bl, st, and tr;</p> <p>(ii) distinguishing between long- and short-vowel sounds in one syllable words such as bit/bite;</p> <p>(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed such as blow to glow;</p> <p>(iv) blending spoken phonemes to form one- and two-syllable words including consonant blends such as bl, st, and tr;</p> <p>(v) isolating initial, medial, and final sounds in one-syllable spoken words; and</p> <p>(vi) segmenting spoken one-syllable words of three to five phonemes into individual phonemes such as splat= /s/ /p/ /l/ /a/ /t/;</p> <p>(H) develop oral language through listening and speaking by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(iii) giving a descriptive presentation;</p> <p>(iv) actively listening for a variety of reasons such as; enjoyment, learning, and following directions;</p>	<p>such as labels, captions, photographs and illustrations; and</p> <p>(iii) distinguish features of a sentence such as commas and quotation marks; and</p> <p>(G) Develop oral language through listening and speaking by:</p> <p>(i) following, restating, and giving oral instructions that involve a short related sequence of actions;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(iii) giving descriptive and informative presentations;</p> <p>(iv) actively listening using appropriate body language;</p> <p>(v) listening to and distinguishing between relevant and irrelevant information;</p> <p>(vi) developing social communication such as, distinguishing between asking and telling, and identifying strengths in self and others; and</p> <p>(vii) asking and responding to “wh” questions, including who, what, when, where, and why.</p>	<p>conversing politely in all situations using the four protocols; and</p> <p>(vii) producing oral language in contextualized and purposeful ways, practicing form, including grammar and vocabulary, and function, such as language used to clarify, explain, and argue, to communicate and build ideas.</p>									
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	<p>(v) listening to others and responding courteously to ideas and opinions;</p> <p>(vi) developing social communication such as, introducing self and others, relating experiences to a classmate, expressing needs and feelings, and describing self positively; and</p> <p>(vii) answering open-ended questions.</p>											
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