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 morphological awareness. Students apply knowledge and relationships found in the structures, origins, and conventions of words. The vision is expected to:

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- Students apply knowledge and relationships found in the structures, origins, and conventions of words.
(vi) recognizing spoken words can be isolated;
(vii) decoding final stable syllables with the long vowel sound such as in steak, a
(viii) decoding and encoding multisyllabic words with silent e such as defined, read;
(ix) decoding and encoding words with double consonants in the middle of the word; [moved from 3rd]
(x) using knowledge of suffixes such as ung and un;
(xi) using knowledge of base words to read compound words such as desk
(xii) decoding and encoding final stable syllables with the long vowel sound such as in steak, a
(xiii) spelling base words with inflectional suffixes such as ing and un;
(xiv) reading abbreviations such as Mr., and Ave;
(xv) decoding and encoding rhyming words; and
(xvi) developing social communication such as providing peers with constructive praise and feedback, using oral language to explore, and negotiating and solving problems; and
(xvii) listening and responding to critiques from peers after an oral presentation.

(iv) recognizing that new words are created when letters are changed, added, or deleted,
(v) demonstrating phonological awareness by:
(i) identifying and producing rhyming words in response to an oral prompt;
(ii) identifying the individual words in a spoken sentence;
(iii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound such as big blue ball;
(iv) blending spoken onsets and rimes to form simple words such as the onset /r/ and the rime /i/ to make cat;
(v) decoding and encoding open syllables with the long vowel sound such as in steak, a
(vi) decoding and encoding multisyllabic words with the long vowel sound such as
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(vi) isolating the initial sound in one-syllable spoken words;
(vii) blending spoken phonemes to form one-syllable words such as /th/ /a/ /h/ says man;
(viii) segmenting spoken one-syllable words into individual phonemes such as dog: /d/ /o/ /g/;
(i) identifying syllables in spoken words; and
(G) develop oral language through listening and speaking by:
(i) following, restating, and giving oral instructions that involve a short related sequence of actions;
(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;
(iii) giving a descriptive presentation;
(iv) actively listening using appropriate body language;
(v) listening to and distinguishing between relevant and irrelevant information;
(vi) developing social communication such as, distinguishing between asking and telling, and identifying strengths in self and others; and
(vii) asking and responding to “why” questions, including who, what, when, where, and why.

(i) recognizing the distinguishing features of a sentence such as capitalization of first word and ending punctuation;
(ii) orally generating a series of original rhyming words using a variety of phonograms and consonant blends such as bl, bl, and tr;
(iii) distinguishing between long- and short-vowel sounds in one-syllable words such as bit/bite;
(iv) blending spoken phonemes to form one- and two-syllable words including consonant blends such as bl, st, and tr;
(v) isolating initial, medial, and final sounds in one-syllable spoken words; and
(vi) segmenting spoken one-syllable words of three to five phonemes into individual phonemes such as splat: /s/ /p/ /l/ /a/ /t/;
(F) develop oral language through listening and speaking by:
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(ii) employing eye contact, speaking rate, volume, enunciation, and the conventions of language;
(iii) giving a descriptive presentation;
(iv) actively listening for a variety of reasons such as; enjoyment, learning, and following directions;

conversing politely in all situations using the four protocols; and

(iii) distinguish features of a sentence such as commas and quotation marks; and
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(iv) actively listening for a variety of reasons such as; enjoyment, learning, and following directions;
(v) listening to others and responding courteously to ideas and opinions;
(vi) developing social communication such as introducing self and others, relating experiences to a classmate, expressing needs and feelings, and describing self positively; and
(vii) answering open-ended questions.