

English Language Arts and Reading

(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
<p>(A) 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) developing social communication, such as introducing self, common greetings, and expressing needs and wants; and</p> <p>(iv) answering open-ended questions;</p> <p>(B) demonstrate phonological awareness by:</p> <p>(i) identifying and producing rhyming words;</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;</p> <p>(iv) blending spoken onsets and rimes to form simple words;</p> <p>(v) blending spoken phonemes to form one-syllable words;</p> <p>(vi) segmenting spoken one-syllable words into individual phonemes; and</p> <p>(vii) identifying syllables in spoken words;</p> <p>(C) demonstrate and apply phonetic knowledge by:</p> <p>(i) identifying and matching the common sounds that letters represent;</p> <p>(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words and encode VC and CVC words;</p> <p>(iii) recognizing that new words are created when letters are changed, added, or deleted; and</p>	<p>(A) 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) developing social communication such as introducing self and others, relating experiences to a classmate, and expressing needs and feelings; and</p> <p>(iv) answering open-ended questions;</p> <p>(B) demonstrate phonological awareness by:</p> <p>(i) orally generating a series of original rhyming words using a variety of phonograms and consonant blends;</p> <p>(ii) distinguishing between long- and short-vowel sounds in one syllable words;</p> <p>(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;</p> <p>(iv) blending spoken phonemes to form one- and two-syllable words, including consonant blends; and</p> <p>(v) segmenting spoken one-syllable words of three to five phonemes into individual phonemes;</p> <p>(C) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding and encoding all consonants;</p> <p>(ii) decoding and encoding initial and final consonant blends;</p> <p>(iii) decoding and encoding consonant digraphs;</p>	<p>(A) 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 informative presentations;</p> <p>(iv) developing social communication such as distinguishing between asking and telling; and</p> <p>(v) asking and answering open-ended questions;</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding and encoding consonants, trigraphs, and blends;</p> <p>(ii) decoding and encoding words with silent letters;</p> <p>(iii) decoding and encoding multisyllabic words with closed syllables;</p> <p>(iv) decoding and encoding multisyllabic words with open syllables;</p> <p>(v) decoding and encoding multisyllabic words with vowel-consonant-silent e syllables;</p> <p>(vi) decoding and encoding multisyllabic words with vowel digraphs, trigraphs, and diphthongs;</p> <p>(vii) decoding and encoding multisyllabic words with r-controlled syllables;</p> <p>(viii) decoding and encoding words with final stable syllables;</p>	<p>(A) 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 appropriate eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(iii) listening and responding to information presented by others;</p> <p>(iv) listening to and distinguishing between relevant and irrelevant information;</p> <p>(v) developing social communication such as, conversing politely in all situations; and</p> <p>(vi) producing oral language in contextualized and purposeful ways using correct grammar and vocabulary;</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding and encoding multisyllabic vowel teams including -eigh as in eight and height, -ough as in though, bought, and bough, -augh as in caught, and -eu as in feud in isolation and context;</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>(A) 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 appropriate eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(iii) actively listening and responding to presented information;</p> <p>(iv) developing social communication such as applying appropriate language for a situation using English language conventions; and</p> <p>(v) producing oral language in contextualized and purposeful ways using correct, grammar and vocabulary;</p> <p>(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding and encoding orthographic patterns and rules, including regular and irregular plurals;</p> <p>(ii) using spelling patterns and rules to determine correct spelling; and</p> <p>(iii) encode common homophones;</p> <p>(C) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text;</p> <p>(D) develop vocabulary by:</p> <p>(i) use print, digital, and web-based reference materials to determine meanings, syllabication, and</p>	<p>(A) self-select text and read independently for a sustained period of time;</p> <p>(B) develop vocabulary by:</p> <p>(i) use a variety of resources print, digital, and web-based to determine meanings, syllabication, and pronunciation to validate understanding of unknown words;</p> <p>(ii) use context to determine the meaning of unfamiliar words or multiple meaning words in grade level text;</p> <p>(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;</p> <p>(iv) identify the meaning of base words with affixes including: de-, trans-, super-, anti-, mid-, semi-, -al/ial, -ive, -ous/-eous/-ious, and -logy;</p> <p>(v) identify and use antonyms and synonyms; and</p> <p>(vii) identify and explain the meaning of idioms and adages;</p> <p>(C) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text;</p> <p>(D) write legibly in print and cursive;</p> <p>(E) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding and encoding consonant changes including /t/ to /sh/ such as in select and selection, and /k/ to /sh/ such as in music and musician;</p> <p>(ii) decoding and encoding vowel changes;</p> <p>(iii) decoding and encoding silent and</p>	<p>(A) develop oral language through listening and speaking by:</p> <p>(i) employing strategies to support active listening;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and</p> <p>(iii) giving an organized presentation with a specific point of view;</p> <p>(B) develop vocabulary by:</p> <p>(i) using print and digital resources to determine the meanings, syllabication, pronunciations, parts of speech, and alternate word choices of words in context;</p> <p>(ii) using context within and beyond a sentence to clarify the meaning of unfamiliar words or multiple meaning words; and</p> <p>(ii) determining 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;</p> <p>(C) adjust fluency when reading grade-level text based on the reading purpose; and</p> <p>(D) self-select text and read independently for a sustained period of time.</p>	<p>(A) develop oral language through listening and speaking by:</p> <p>(i) employing strategies to support active listening;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and</p> <p>(iii) giving an organized presentation with a specific point of view;</p> <p>(B) develop vocabulary by:</p> <p>(i) using print and digital resources to determine the meanings, syllabication, pronunciations, parts of speech, and alternate word choices of words in context;</p> <p>(ii) using context within and beyond a sentence to clarify the meaning of unfamiliar or multiple meaning words; and</p> <p>(iii) determining 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; and</p> <p>(C) adjust fluency when reading grade-level text based on the reading purpose; and</p> <p>(D) self-select text and read independently for a sustained period of time.</p>	<p>(A) develop oral language through listening and speaking by:</p> <p>(i) developing strategies to support active listening;</p> <p>(ii) employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and</p> <p>(iii) giving an organized presentation with a specific point of view;</p> <p>(B) develop vocabulary by:</p> <p>(i) using print or digital resources to define, clarify, and validate understanding in context;</p> <p>(ii) using context, morphology, and cognates to determine denotation and connotation of unfamiliar words and phrases; and</p> <p>(iii) increasing vocabulary and learning new words and concepts, including academic and other content vocabulary; and</p> <p>(C) develop oral language with a specific point of view.</p>	<p>(A) self-select text and read independently for a sustained period of time;</p> <p>(B) develop vocabulary by:</p> <p>(i) using print or digital resources to define, clarify, and validate understanding in context;</p> <p>(ii) using context, morphology, and cognates to determine denotation and connotation of unfamiliar words and phrases; and</p> <p>(iii) increasing vocabulary and learning new words and concepts, including academic and other content vocabulary; and</p> <p>(C) develop oral language with a specific point of view.</p>	<p>(A) self-select text and read independently for a sustained period of time;</p> <p>(B) develop vocabulary by:</p> <p>(i) using print or digital resources to define, clarify, and validate understanding in context;</p> <p>(ii) using context, morphology, and cognates to determine denotation and connotation of unfamiliar words and phrases; and</p> <p>(iii) increasing vocabulary and learning new words and concepts, including academic and other content vocabulary; and</p> <p>(C) develop oral language with a specific point of view.</p>	<p>(A) self-select text and read independently for a sustained period of time;</p> <p>(B) develop vocabulary by:</p> <p>(i) using print or digital resources to define, clarify, and validate understanding in context;</p> <p>(ii) using context, morphology, etymology, and cognates to determine denotation and connotation of unfamiliar words and phrases; and</p> <p>(iii) increasing vocabulary and learning new words and concepts, including academic and other content vocabulary; and</p> <p>(C) develop oral language with a specific point of view.</p>	

English Language Arts and Reading

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<p>(iv) identifying and reading at least 25 - 100 high-frequency words from a research based list;</p> <p>(D) demonstrate print awareness by:</p> <p>(i) identifying the front cover, back cover, and title page of a book;</p> <p>(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;</p> <p>(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;</p> <p>(iv) recognizing the difference between a letter and a printed word;</p> <p>(v) identifying all uppercase and lowercase letters;</p> <p>(vi) sequencing the letters of the alphabet; and</p> <p>(vii) understanding that compound words are made of two shorter words;</p> <p>(E) develop vocabulary by:</p> <p>(i) using a variety of resources such as a picture dictionary or digital resources to find words;</p> <p>(ii) identifying the meaning of base words with the suffix -s;</p> <p>(iii) demonstrating the one-to-one correspondence between a spoken word and a printed word in text; and</p> <p>(iv) identifying and using words that name actions, directions, positions, sequences, and locations;</p> <p>(F) self-select text, and interact independently with text for increasing periods of time; and</p> <p>(G) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</p>	<p>(iv) decoding and encoding closed syllables;</p> <p>(v) decoding and encoding open syllables;</p> <p>(vi) decoding and encoding vowel-consonant-silent e syllables;</p> <p>(vii) decoding and encoding vowel digraphs and diphthongs;</p> <p>(viii) decoding and encoding r-controlled syllables;</p> <p>(ix) using knowledge of base words to read compound words;</p> <p>(x) decoding and encoding contractions; and</p> <p>(xi) identifying and reading at least 100-300 high-frequency words from a research-based list;</p> <p>(D) demonstrate print awareness by:</p> <p>(i) alphabetizing to the first letter; and</p> <p>(ii) identifying the information that different parts of a book provide;</p> <p>(E) develop vocabulary by:</p> <p>(i) using a variety of resources such as a picture dictionary or digital to find words;</p> <p>(ii) determining what words mean from how they are used in grade level text; and</p> <p>(iii) identifying the meaning of base words with suffixes -ed and -ing;</p> <p>(F) use appropriate rate, accuracy, and prosody when reading grade level text;</p> <p>(G) self-select text, and read text independently for increasing periods of time; and</p> <p>(H) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p>	<p>(ix) encoding base words with inflectional suffixes;</p> <p>(x) decoding and encoding contractions;</p> <p>(xi) reading and spelling at least 300-500 high-frequency words from a research-based list; and</p> <p>(xii) decoding and encoding words with double consonants in the middle of the word;</p> <p>(C) demonstrate print awareness by alphabetizing to the second letter;</p> <p>(D) develop vocabulary by:</p> <p>(i) using print and digital, resources to determine meaning and pronunciation of unknown words;</p> <p>(ii) using context to determine the meaning of unfamiliar words or multiple meaning words in grade level text;</p> <p>(iii) identifying the meaning of base words with affixes un-, re-, -ly, -er/or, and -ion/tion/sion; and</p> <p>(iv) using antonyms and synonyms;</p> <p>(E) use appropriate rate, accuracy, and prosody when reading grade level text;</p> <p>(F) self-select text and read independently for a sustained period of time; and</p> <p>(G) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</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;</p> <p>(v) reading and spelling high frequency words, compound words, and contractions; and</p> <p>(vi) decoding and spelling homographs and homophones;</p> <p>(C) demonstrate print awareness by alphabetizing to the third letter;</p> <p>(D) develop vocabulary by:</p> <p>(i) using print, digital, and web-based resources to determine meanings, syllabication, and pronunciation to validate understanding of unknown words;</p> <p>(ii) using context to determine the meaning of unfamiliar words or multiple meaning words in grade level text;</p> <p>(iii) identifying the meaning of base words with affixes including im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful; and</p> <p>(iv) identifying and using antonyms, synonyms, homographs, and homophones;</p> <p>(E) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text;</p> <p>(F) self-select text and read independently for a sustained period of time; and</p> <p>(G) write complete words, thoughts, and answers legibly in print and cursive leaving appropriate spaces between words.</p>	<p>pronunciation to validate understanding of unknown words;</p> <p>(ii) use context to determine the meaning of unfamiliar words or multiple meaning words in grade level text;</p> <p>(iii) determining the meaning of base words with affixes including over-, mis-, sub-, inter-, fore-, under-, en-, -en, -ic, -ment, -ity/ty, and -ible/able;</p> <p>(iv) determining 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;</p> <p>(v) identifying and using antonyms, and synonyms, homographs, and homophones; and</p> <p>(vi) identify the meaning of idioms;</p> <p>(E) self-select text and read independently for a sustained period of time; and</p> <p>(F) write legibly in print and cursive to complete assignments.</p>	<p>sounded consonants such as sign to signal;</p> <p>(iv) decoding and encoding base words with affixes, including: de-, trans-, super-, anti-, mid-, semi—, -al/ial, -ive, -ous/-eous/-ious, and -logy; and</p> <p>(v) differentiate between commonly confused terms such as its, it's; affect, effect; 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 appropriate eye contact, speaking rate, volume, enunciation, and the conventions of language;</p> <p>(iii) listening to and drawing conclusions in content learning activities;</p> <p>(iv) developing social communication such as, providing peers with constructive feedback, using oral language to explore, negotiate, and solve problems; and</p> <p>(v) using oral language to inform and persuade.</p>							