Utah State Office of Education

Elementary Core Curriculum
May 9, 2003

Language Arts K-6
District 1
Teresa L. Theurer
66 Canterbury Circle
Logan, UT 84321
Phone: (435) 753-0740

District 2
Greg W. Haws
5841 West 4600 South
Hooper, UT 84315
Phone: (801) 985-7980

District 3
Richard Moss
3514 E. Fairway Circ.
Spanish Fork, UT 84660
Phone: (801) 787-1676

District 4
Richard Sadler
875 Edgewood Dr.
Ogden, UT 84403
Phone: (801) 479-7988

District 5
Kim R. Burningham
932 Canyon Crest Drive
Bountiful, UT 84010
Phone: (801) 292-9261

District 6
Michael G. Jensen
4139 S. Aubrey Lane
West Valley City, UT 84128
Phone: (801) 968-5960

District 7
Randall Mackey
1172 E. 100 S.
Salt Lake City, UT 84102
Phone: (801) 575-5000

District 8
Janet A. Cannon
5256 Holladay Blvd.
Salt Lake City, UT 84117
Phone: (801) 272-3516

District 9
Denis Morrill
6024 S. 2200 W.
Taylorsville, UT 84118
Phone: (801) 969-2334

District 10
Laurel Brown
5311 South Lucky Clover Ln
Murray, UT 84123
Phone: (801) 261-4221

District 11
Bill Colbert
14866 Village Vista Dr.
Draper, UT 84020
Phone: (801) 572-1608

District 12
Mark Cluff
645 West Hubbard Cir
Alpine, UT 84004
Phone: (801) 756-7623

District 13
Thomas Gregory
1056 W. 1150 S.
Provo, UT 84601
Phone: (801) 607-4702

District 14
Dixie Allen
218 West 5250 North
Vernal, UT 84078
Phone: (435) 789-0534

District 15
Debra G. Roberts
Box 1780
Beaver, UT 84713
Phone: (435) 438-5843

Josh M. Reid
Board of Regents
201 S. Main, Suite 1800
Ogden, UT 84403
Phone: (801) 536-6787

Rosanita Cespedes
Board of Regents
1470 S. 400 E.
Salt Lake City, UT 84115
Phone: (801) 466-7371

Cyndee Miya
Coalition of Minorities
Advisory Committee
218 West 5250 North
Vernal, UT 84078
Phone: (435) 789-0534

Patti Harrington
Executive Officer

Twila B. Affleck
Secretary
# Table of Contents

Introduction.................................................................................................................... vii

R277-700-The Elementary and Secondary Core Curriculum................................. ix

Elementary Language Arts Core Curriculum Introduction........................................ 1

Utah Literacy Model....................................................................................................... 3

Standard I Overview-Oral Language.............................................................................. 5

Oral Language Scope & Sequence Chart................................................................. 7

Standard 2 Overview-Concepts of Print....................................................................... 9

Concepts of Print Scope & Sequence Chart.............................................................. 11

Standard 3 Overview-Phonological and Phonemic Awareness................................. 13

Phonological and Phonemic Awareness Scope & Sequence Chart......................... 17

Standard 4 Overview-Phonics and Spelling.............................................................. 21

Phonics and Spelling Scope & Sequence Chart....................................................... 25

Standard 5 Overview-Fluency.................................................................................... 29

Fluency Scope & Sequence Chart............................................................................ 31

Standard 6 Overview-Vocabulary............................................................................. 33

Vocabulary Scope & Sequence Chart....................................................................... 37

Standard 7 Overview-Comprehension....................................................................... 39

Comprehension Scope & Sequence Chart............................................................... 43

Standard 8 Overview-Writing................................................................................... 47

Writing Scope & Sequence Chart............................................................................. 51

Glossary of Terms....................................................................................................... 57
INTRODUCTION

Action by the Utah State Board of Education in January 1984 established a policy requiring the identification of specific Core Curriculum standards, which must be completed by all students K-12 as a requisite for graduation from Utah’s secondary schools. This action was followed by three years of extensive work involving all levels of the education family in the process of identifying, trial testing, and refining these Core Curriculum standards for Utah’s schools.

The Core Curriculum represents those standards of learning that are essential for all students. They are the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built.

The Core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. Although the Core Curriculum standards are intended to occupy a major part of the school program, they are not the total curriculum of a level or course.
R277. Education, Administration.
R277-700-1. Definitions.

A. "Accredited" means evaluated and approved under the Standards for Accreditation of the Northwest Association of Schools and Colleges or the accreditation standards of the Board, available from the USOE Accreditation Specialist.

B. "Applied technology education (ATE)" means organized educational programs or courses which directly or indirectly prepare students for employment, or for additional preparation leading to employment, in occupations, where entry requirements generally do not require a baccalaureate or advanced degree.

C. "Basic skills course" means a subject which requires mastery of specific functions and was identified as a course to be assessed under Section 53A-1-602.

D. "Board" means the Utah State Board of Education.

E. "Core Curriculum content standard" means a broad statement of what students enrolled in public schools are expected to know and be able to do at specific grade levels or following completion of identified courses.

F. "Core Curriculum criterion-referenced test (CRTs)" means a test to measure performance against a specific standard. The meaning of the scores is not tied to the performance of other students.

G. "Core Curriculum objective" means a more focused description of what students enrolled in public schools are expected to know and do at the completion of instruction.

H. "Demonstrated competence" means subject mastery as determined by school district standards and review. School district review may include such methods and documentation as: tests, interviews, peer evaluations, writing samples, reports or portfolios.

I. "Elementary school" for purposes of this rule means grades K-6 in whatever kind of school the grade levels exist.

J. "High school" for purposes of this rule means grades 9-12 in whatever kind of school the grade levels exist.

K. "Individualized Education Program (IEP)" means a written statement for a student with a disability that is developed, reviewed, and revised in accordance with the Utah Special Education Rules and Part B of the Individuals with Disabilities Education Act (IDEA).
L. "Middle school" for purposes of this rule means grades 7-8 in whatever kind of school the grade levels exist.

M. "Norm-referenced test" means a test where the scores are based on comparisons with a nationally representative group of students in the same grade. The meaning of the scores is tied specifically to student performance relative to the performance of the students in the norm group under very specific testing conditions.

N. "State core Curriculum (Core Curriculum)" means those standards of learning that are essential for all Utah students, as well as the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built, as established by the Board.

O. "USOE" means the Utah State Office of Education.

P. "Utah Basic Skills Competency Test" means a test to be administered to Utah students beginning in the tenth grade to include at a minimum components on English, language arts, reading and mathematics. Utah students shall satisfy the requirements of the Utah Basic Skills Competency Test in addition to school or district graduation requirements prior to receiving a basic high school diploma.

R277-700-2. Authority and Purpose.

A. This rule is authorized by Article X, Section 3 of the Utah Constitution, which places general control and supervision of the public schools under the Board; Section 53A-1-402(1)(b) and (c) which directs the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements; Section 53A-1-402.6 which directs the Board to establish a Core Curriculum in consultation with local boards and superintendents and directs local boards to design local programs to help students master the Core Curriculum; and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to specify the minimum Core Curriculum requirements for the public schools, to give directions to local boards and school districts about providing the Core Curriculum for the benefit of students, and to establish responsibility for mastery of Core Curriculum requirements.


A. The Board establishes minimum course description standards and objectives for each course in the required
general core, which is commonly referred to as the Core Curriculum.

B. Course descriptions for required and elective courses shall be developed cooperatively by school districts and the USOE with opportunity for public and parental participation in the development process.

C. The descriptions shall contain mastery criteria for the courses, and shall stress mastery of the course material and Core objectives and standards rather than completion of predetermined time allotments for courses.

D. Implementation of the Core Curriculum and student assessment procedures are the responsibility of local boards of education consistent with state law.

E. This rule shall apply to students in the 2005-2006 graduating class.

R277-700-4. Elementary Education Requirements.

A. The Board shall establish a Core Curriculum for elementary schools, grades K-6.

B. Elementary School Education Core Curriculum Content Area Requirements:
   (1) Grades K-2:
       (a) Reading/Language Arts;
       (b) Mathematics;
       (c) Integrated Curriculum.
   (2) Grades 3-6:
       (a) Reading/Language Arts;
       (b) Mathematics;
       (c) Science;
       (d) Social Studies;
       (e) Arts:
           (i) Visual Arts;
           (ii) Music;
           (iii) Dance;
           (iv) Theatre.
       (f) Health Education;
       (g) Physical Education;
       (h) Educational Technology;
       (i) Library Media.

C. It is the responsibility of the local boards of education to provide access to the Core Curriculum to all students.

D. Student mastery of the general Core Curriculum is the responsibility of local boards of education.

E. Informal assessment should occur on a regular basis to ensure continual student progress.
F. Board-approved CRT’s shall be used to assess student mastery of the following:
   (1) reading;
   (2) language arts;
   (3) mathematics;
   (4) science in elementary grades 4-6; and
   (5) effectiveness of written expression.

G. Norm-referenced tests shall be given to all elementary students in grades 3 and 5.

H. Provision for remediation for all elementary students who do not achieve mastery is the responsibility of local boards of education.

R277-700-5. Middle School Education Requirements.

A. The Board shall establish a Core Curriculum for middle school education.

B. Students in grades 7-8 shall earn a minimum of 12 units of credit to be properly prepared for instruction in grades 9-12.

C. Local boards may require additional units of credit.

D. Grades 7-8 Core Curriculum Requirements and units of credit:

   (1) General Core (10.5 units of credit):
   (a) Language Arts (2.0 units of credit);
   (b) Mathematics (2.0 units of credit);
   (c) Science (1.5 units of credit);
   (d) Social Studies (1.5 units of credit);
   (e) The Arts (1.0 units of credit):
      (i) Visual Arts;
      (ii) Music;
      (iii) Dance;
      (iv) Theatre.
   (f) Physical Education (1.0 units of credit);
   (g) Health Education (0.5 units of credit);
   (h) Applied Technology Education Technology, Life, and Careers (1.0 units of credit);
   (i) Educational Technology (credit optional);
   (j) Library Media (integrated into subject areas).

E. Board-approved CRT's shall be used to assess student mastery of the following:

   (1) reading;
   (2) language arts;
   (3) mathematics;
   (4) science in grades 7 and 8; and
   (5) effectiveness of written expression.
F. Norm-referenced tests shall be given to all middle school students in grade 8.

A. The Board shall establish a Core Curriculum for students in grades 9-12.
B. Students in grades 9-12 shall earn a minimum of 24 units of credit.
C. Local boards may require additional units of credit.
D. Grades 9-12 Core Curriculum requirements required units of credit:
   (1) Language Arts (3.0 units of credit);
   (2) Mathematics (2.0 units of credit):
      (a) minimally, Elementary Algebra or Applied Mathematics I; and
      (b) geometry or Applied Mathematics II; or
      (c) any Advanced Mathematics courses in sequence beyond (a) and (b);
      (d) high school mathematics credit may not be earned for courses in sequence below (a).
   (3) Science (2.0 units of credit from two of the four science areas):
      (a) earth science (1.0 units of credit);
      (b) biological science (1.0 units of credit);
      (c) chemistry (1.0 units of credit);
      (d) physics (1.0 units of credit).
   (4) Social Studies (3.0 units of credit):
      (a) Geography for Life (0.5 units of credit);
      (b) World Civilizations (0.5 units of credit);
      (c) U.S. history (1.0 units of credit);
      (d) U.S. Government and Citizenship (0.5 units of Credit);
      (e) elective social studies class (0.5 units of
   (5) The Arts (1.5 units of credit from any of the following performance areas):
      (a) visual arts;
      (b) music;
      (c) dance;
      (d) theatre;
   (6) Health education (0.5 units of credit)
   (7) Physical education (1.5 units of credit):
      (a) participation skills (0.5 units of credit);
      (b) Fitness for Life (0.5 units of credit);
(c) individualized lifetime activities (0.5 units of credit) or team sport/athletic participation (maximum of 0.5 units of credit with school approval).

(8) Applied technology education (1.0 units of credit);
   (a) agriculture;
   (b) business;
   (c) family and consumer sciences;
   (d) technology education;
   (h) trade and technical education.

(9) Educational technology:
   (a) computer Technology (0.5 units of credit for the class by this specific name only); or
   (b) successful completion of state-approved competency examination (no credit, but satisfies the Core requirement).

(10) Library media skills integrated into the curriculum;

(11) Board-approved CRT's shall be used to assess student mastery of the following subjects:
   (a) reading;
   (b) language arts through grade 11;
   (c) mathematics as defined under R277-700-6D(2);
   (d) science as defined under R277-700-6D(3); and
   (e) effectiveness of written expression.

E. Students shall participate in the Utah Basic Skills Competency Test, as defined under R277-700-10.

F. Students with disabilities served by special education programs may have changes made to graduation requirements through individual IEPs to meet unique educational needs. A student's IEP shall document the nature and extent of modifications, substitutions or exemptions made to accommodate a student with disabilities.

R277-700.7. Student Mastery and Assessment of Core Curriculum Standards and Objectives.

A. Student mastery of the Core Curriculum at all levels is the responsibility of local boards of education.

B. Provisions for remediation of secondary students who do not achieve mastery is the responsibility of local boards of education under Section 53A-13-104.

C. Students who are found to be deficient in basic skills through U-PASS shall receive remedial assistance according to provisions of Section 53A-1-606(1).
D. If parents object to portions of courses or courses in their entirety under provisions of law (Section 53A-13-101.2) and rule (R277-105), students and parents shall be responsible for the mastery of Core objectives to the satisfaction of the school prior to promotion to the next course or grade level.

E. Students with Disabilities:

(1) All students with disabilities served by special education programs shall demonstrate mastery of the Core Curriculum.

(2) If a student's disabling condition precludes the successful demonstration of mastery, the student's IEP team, on a case-by-case basis, may provide accommodations for or modify the mastery demonstration to accommodate the student's disability.

F. Students may demonstrate competency to satisfy course requirements consistent with R277-705-3.

G. All Utah public school students shall participate in state-mandated assessments, as required by law.

KEY: curricula
March 5, 2002
Utah
Elementary Language Arts Core Curriculum
Kindergarten-Sixth Grade

Introduction

The ability to communicate effectively, both orally and in writing, is essential for success in our society. The broad strands of reading, writing, listening, speaking, viewing, and presenting form the core of language and literacy learning. To become literate citizens in the twenty-first century, students need teachers who will deliver dynamic, systematic, and meaningful classroom instruction while providing students with numerous opportunities to apply literacy skills in contextualized and purposeful ways.

The topics and strands in the Utah Elementary Language Arts Core Curriculum, as well as the standards and objectives, reflect current research in the area of literacy. It is expected that teachers will provide both instruction and application of these standards across all areas of the elementary curriculum, not only during the language arts block. For example, literacy instruction, as a tool for learning and communicating, should be infused daily into science, social studies, mathematics, the arts, and healthy lifestyles content.

While the strands and topics in this Core Curriculum are presented in isolation for purposes of clarity, they are intended to be taught naturally through an integrated model of instruction. Listening and speaking, for example, do not occur independent of one another. Reading and writing are reciprocal and should be taught together. Viewing and presenting often involve a combination of the spoken and written word. In addition, the use of visuals and graphics enhances the meaning and understanding of text. An effective language arts program integrates all aspects of literacy and helps students understand the connectedness of language and content. Finally, the responsibility of teaching all students to read, write, and communicate effectively, as well as value literacy, is a shared responsibility. Educators, parents, guardians, and members of the community are all stakeholders in developing a literate society.

Organization of the Elementary Language Arts Core

The Utah Elementary Language Arts Core Curriculum’s organization is as follows:

- There are eight standards for the Utah Elementary Language Arts Core Curriculum.
- Each standard represents one of the essential areas of reading instruction.
- Accompanying introductions are provided for each of the eight standards. The introductions provide information regarding the importance of each of the eight areas of reading instruction according to scientifically based research. As part of each introduction, there are suggestions for teacher delivery, assessment, differentiation, and home connections.
- Each standard has objectives at the K-6 grade level.
Organization of the Elementary Language Arts Core (Continued)

- Each objective has indicators noting what students should know and be able to do at each grade level.
- The Utah Elementary Language Arts Core Curriculum is organized in two sections. Each section may be utilized according to personal preference or need. The first section is organized as a scope and sequence chart of K-6 grade objectives and indicators.
- The word “mastery” is used in the scope and sequence chart. Mastery indicates that students should have mastered the indicators at the previous level. The second section of the Core Curriculum is organized according to grade level standards, objectives, and indicators.
- A STANDARD is a broad statement of what students are expected to understand. Several objectives are listed under each standard.
- An OBJECTIVE is a more focused description of what students need to know and be able to do at the completion of instruction. If students have mastered the objectives associated with a given standard, they are judged to have mastered that standard at that grade level. Several indicators are described for each objective.
- An INDICATOR is a measurable or observable student action that enables one to judge whether a student has mastered a particular objective. Indicators are not meant to be classroom activities, but help to guide classroom instruction.
Standard 1: Oral Language

Oral language encompasses the ability to listen, speak, and communicate effectively. Oral language provides a basis on which literacy is built. Research has repeatedly shown a strong connection between oral language and reading. Oral language development begins at birth and is continuous and unending; each of us continues to acquire new aspects of language through our interactions and experiences.

Research shows that oral language builds background knowledge as students listen, view, speak, and present. Background knowledge greatly influences comprehension and vocabulary acquisition. Continuous oral language development not only provides, but expands, the opportunity for students to effectively develop comprehension and vocabulary skills, as well as the ability to decode words. Weak or limited oral language may interfere with a student’s ability to learn to read.

Oral language is also a social skill necessary to communicate information, share cultures, and build traditions. However, some children come from environments with limited models and opportunities to develop language. Thus, schools must provide appropriate oral language experiences that extend the oral language development of all children, facilitating social competencies, learning, and literacy.

The following are possible suggestions and not all-inclusive:

Teacher Delivery
1. Provide a model for listening, speaking, viewing, and presenting.
2. Listen attentively to students’ discussions and responses.
3. Provide opportunities for students to listen, respond, and share information with others.
4. Encourage students to speak clearly and audibly, elaborating upon their ideas during class discussions and presentations.
5. Provide opportunities for students to listen and view for pleasure, acquire information, and solve problems.
6. Provide opportunities for students to recount experiences, present stories, recite selections, and give presentations.
7. Encourage parents and students to share cultural heritage and traditions with classrooms.

Assessment
Formal:
Approved state, district, and school assessments.
Standard 1: Oral Language (Continued)

Assessment (Continued)
Informal:
1. Student conferences and discussions.
2. Checklists of expected language behaviors.
3. Anecdotal records of the students’ performances in class.
4. Retelling of information.
5. Presentation rubrics.

Differentiation
1. Provide opportunities for students to work independently and in groups to prepare and present information to others.
2. Engage students in projects (e.g., service learning).
3. Provide visual, auditory, and kinesthetic instruction.
4. Provide explicit instruction according to students’ needs.
5. Provide additional opportunities for students to listen, speak, view, and present utilizing media aids.
6. Elicit physical responses to questions (e.g., point to a picture).
7. Provide opportunities for students to speak in their native language.

Home Connection
1. Encourage parents to provide opportunities for children to engage in listening, speaking, viewing, and presenting.
2. Encourage parents to share cultural heritage and traditions.
Standard 1 (Oral Language): Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop language through listening and speaking.</td>
<td>a. Listen attentively.</td>
<td>a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).</td>
<td>a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).</td>
<td>a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).</td>
<td>a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).</td>
<td>a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).</td>
<td>a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).</td>
</tr>
<tr>
<td></td>
<td>b. Listen and demonstrate understanding by responding appropriately (e.g., follow two-step directions).</td>
<td>b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question).</td>
<td>b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize).</td>
<td>b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize).</td>
<td>b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize, elaborate formulating an opinion with supporting evidence).</td>
<td>b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize, elaborate formulating an opinion with supporting evidence, interpret verbal and nonverbal messages, note purpose and perspective).</td>
<td>b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize, elaborate formulating an opinion with supporting evidence, interpret verbal and nonverbal messages, note purpose and perspective, identify tone, mood, emotion).</td>
</tr>
<tr>
<td></td>
<td>c. Speak clearly and audibly with expression in communicating ideas.</td>
<td>c. Speak clearly and audibly with expression in communicating ideas.</td>
<td>c. Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).</td>
<td>c. Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).</td>
<td>c. Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).</td>
<td>c. Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).</td>
<td>c. Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).</td>
</tr>
<tr>
<td>Objective</td>
<td>Kindergarten</td>
<td>First Grade</td>
<td>Second Grade</td>
<td>Third Grade</td>
<td>Fourth Grade</td>
<td>Fifth Grade</td>
<td>Sixth Grade</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------</td>
<td>-------------</td>
<td>--------------</td>
<td>-------------</td>
<td>--------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>2. Develop language through viewing media and presenting.</td>
<td>a. Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/nonfiction).</td>
<td>a. Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/nonfiction).</td>
<td>a. Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/non-fiction, distinguish between fact/opinion, form an opinion, determine presentation's accuracy).</td>
<td>a. Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/non-fiction, distinguish between fact/opinion, form an opinion, determine presentation's accuracy/bias).</td>
<td>a. Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/non-fiction, distinguish between fact/opinion, form an opinion, determine presentation's accuracy/bias, analyze and critique persuasive techniques).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Use a variety of formats (e.g., show and tell, drama, sharing of books) in presenting with various forms of media.</td>
<td>b. Use a variety of formats (e.g., drama, sharing of books and personal writings, choral readings, informational reports, retelling experiences and stories in sequence) in presenting with various forms of media.</td>
<td>b. Use a variety of formats (e.g., drama, sharing of books, personal writings, choral readings, informational reports, retelling experiences, and stories in sequence) in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers).</td>
<td>b. Use a variety of formats in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).</td>
<td>b. Use a variety of formats in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).</td>
<td>b. Use a variety of formats in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).</td>
<td></td>
</tr>
</tbody>
</table>
Standard 2: Concepts of Print

Knowledge about print is a critical skill for beginning readers and writers. Before young children can read or write, they must understand that print carries meaning, print is organized in a particular way, and print has a specific function within our society.

Many children come to school with this knowledge firmly in place. However, students with limited exposure to books need to be taught the elements of print such as directionality (i.e., front/back, top/bottom, left/right), an understanding that words are made up of letters, and that print contains the message.

Teachers should observe student behaviors to ensure that all children understand the various functions and conventions of printed text. Children’s understanding of the concepts of print has been found to be a strong predictor of future reading achievement.

The following are possible suggestions and not all-inclusive:

Teacher Delivery
1. Provide explicit instruction on directionality.
2. Model directionality while reading aloud with students.
3. Provide opportunities for students to track words while being read to/reading.
4. Provide opportunities for students to locate author and title of a book.

Assessment
Formal:
Approved state, district, and school assessments.

Informal:
1. Observation.
2. Students demonstrate elements of directionality with a text.
3. Students identify letters and words.
4. Students track a printed page.
5. Students demonstrate book-handling skills.
Standard 2: Concepts of Print (Continued)

Differentiation
1. Provide explicit instruction and modeling of concepts of print while reading to individual or small groups of students according to need.
2. Show sensitivity to students whose primary written language differs in script and/or format from written English.
3. Provide visual, auditory, and kinesthetic instruction about print.
4. Provide multiple opportunities for students to practice and demonstrate skills with print.

Home Connections
1. Communicate the importance of print concepts to parents.
2. Provide parents with a list of the essential elements of print concepts.
Standard 2 (Concepts of Print): Students develop an understanding of how printed language works.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an understanding that print carries “the” message.</td>
<td>a. Recognize that print carries different messages.</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td>b. Identify messages in common environmental print (e.g., signs, boxes, wrappers).</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td>2. Demonstrate knowledge of elements of print within a text.</td>
<td>a. Identify front/back, top/bottom, left/right of text/book.</td>
<td>Mastered</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td>b. Discriminate between upper- and lower-case letters, numbers, and words in text.</td>
<td>a. Discriminate between letters, words, and sentences in text.</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td>c. Show the sequence of print by pointing left to right with return sweep.</td>
<td>b. Match oral words to printed words while reading.</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td>d. Identify where text begins and ends on a page.</td>
<td></td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td>e. Identify punctuation in text (i.e., periods, question marks, exclamation points).</td>
<td></td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
</tbody>
</table>
Standard 3: Phonological and Phonemic Awareness

Phonemic awareness has been shown to be the single best predictor of success in beginning reading. Before children can understand the relationship between letters and sound, they must be able to identify individual sounds in words.

Phonemic awareness is the ability to hear, identify, and manipulate individual sounds in spoken words. Phonemic awareness is not the same thing as phonics. Phonemic awareness deals with sounds in spoken words, whereas phonics involves the relationship between sounds and written symbols. Therefore, phonics deals with learning sound-spelling relationships and is associated with print. Most phonemic awareness tasks are purely oral. Phonemic awareness training provides the foundation on which phonics instruction is built. Thus, children need solid phonemic awareness training for phonics instruction to be effective. Phonemic awareness should be explicit and taught in a logical sequence.

Phonological awareness is a much broader term than phonemic awareness. Phonological awareness includes identifying and manipulating larger parts of spoken language (e.g., words, syllables, onsets and rimes). Phonological awareness also includes other aspects of spoken language, such as rhyming and alliteration. Phonemic awareness is a subcategory of phonological awareness.

There are five basic types of phonological and phonemic awareness tasks:

1. The ability to hear rhymes and alliteration.
2. The ability to do oddity tasks. (Example: Three words are read to the student. The student selects the word that does not fit the pattern.)
3. The ability to orally blend words and syllables.
4. The ability to orally segment words and syllables (including counting sounds).
5. The ability to do phonemic manipulation tasks.

The first four task types should be covered by the end of kindergarten. The fifth task type is appropriate for introduction in middle to late first grade. Each task type does not have to be mastered before moving on to the next. Rather, mixes of appropriately sequenced activities throughout lessons keep children engaged and provide practice with all types of phonemic awareness tasks. However, instruction in oral blending should begin before instruction in oral segmentation.
Standard 3: Phonological and Phonemic Awareness (Continued)

Research indicates that approximately 20 percent of children lack phonemic awareness. For these students, the likelihood of reading failure is quite high. Scientifically based research tells us that phonemic awareness can be taught to preschoolers, kindergartners, and first graders who are just beginning to read, as well as older less able readers. Phonemic awareness and phonological awareness help children learn to read and spell. They are most effective when children are taught to manipulate phonemes in an organized manner. Phonological and phonemic awareness instruction is most effective when it focuses on only one or two types of tasks. Small group instruction in phonemic awareness training is more effective than individual or whole group instruction.

Teachers should not devote a great deal of class time to phonemic awareness instruction. Over the school year, the entire phonemic awareness program should take no more than 20 hours or approximately 10-15 minutes a day. Phonemic awareness training does not constitute a complete reading program. Rather, it provides children with essential foundational knowledge in the alphabetic system as part of beginning reading programs and remedial reading programs.

The following are possible suggestions and not all-inclusive:

Teacher Delivery
1. Provide instruction in phonological awareness through rhymes, songs, chants, alliteration, counting words in a sentence, and clapping syllables in words.
2. Provide activities in rhyming and rhyme recognition.
3. Demonstrate and encourage students to blend sounds to make words.
4. Provide opportunities for students to segment words, isolate, delete, substitute, and match phonemes in words.
5. Provide application opportunities for students to manipulate letters with sounds through word sorts, magnetic letters, Elkonin boxes, and white boards while matching letters to sounds.

Assessment
Formal:
Approved state, district, and school assessments.
Standard 3: Phonological and Phonemic Awareness (Continued)

Informal:
1. Checklists of sounds children hear in isolation or at the beginning, middle, or ending of a word; producing or hearing words that rhyme; and segmenting or blending words.
2. Observation of students’ ability to produce, identify, and manipulate sounds.
3. Anecdotal records of behaviors students exhibit while producing or making sounds.

Differentiation
1. Provide explicit instruction in the area of the student’s need.
2. The areas of phonological and phonemic awareness are especially difficult for children with speech and hearing problems.
3. Demonstrate correct mouth formation to produce sounds.

Home Connection
1. Communicate the importance of children identifying and producing all the sounds of our language.
2. Provide suggestions for parents to help their child with rhyming words, blending sounds, segmenting sounds, and identifying sounds in isolation.
3. Provide home activities for parents to develop their children’s phonological and phonemic awareness.
**Standard 3 (Phonological and Phonemic Awareness):** Students develop phonological and phonemic awareness.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate phonological awareness.</td>
<td>a. Count the number of words in a sentence.</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td>a. Count the number of syllables in words.</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td>b. Count the number of syllables in a first name.</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td>b. Identify and create a series of rhyming words orally (e.g., cat, bat, sat, ____).</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td>c. Recognize words beginning with the same initial sound in an alliterative phrase or sentence (e.g., Six snakes sold snacks and sodas.).</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td>2. Recognize like and unlike word parts (oddity tasks).</td>
<td>a. Identify the word that does not rhyme in a series of words (e.g., bat, cat, sat, pig).</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td>a. Identify words with same beginning consonant sounds (e.g., man, sat, sick) and ending consonant sounds (e.g., man, sat, ten) in a series of words.</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
</tbody>
</table>
**Standard 3 (Phonological and Phonemic Awareness):** Students develop phonological and phonemic awareness.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Recognize like and unlike word parts (oddball tasks). (Continued)</td>
<td>b. Identify the words with the same beginning consonant sound in a series of words (e.g., man, sat, sick) and ending consonant sound (e.g., man, sat, then).</td>
<td>b. Identify words with the same medial sounds in a series of words (e.g., long vowel sound: take, late, feet; short vowel sound: top, cat, pan; middle consonant sound: kitten, missing, lesson).</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td>3. Orally blend word parts (blending).</td>
<td>a. Blend syllables to make words (e.g., /ta/.../ble/, table).</td>
<td>a. Blend syllables to make words (e.g., /ta/.../ble/, table).</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td>b. Blend onset and rime to make words (e.g., /p/.../an/, pan).</td>
<td>b. Blend onset and rime to make words (e.g., /p/.../an/, pan).</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td>c. Blend individual phonemes to make words (e.g., /s/.../a/.../t/, sat).</td>
<td>c. Blend individual phonemes to make words (e.g., /s/.../a/.../t/, sat).</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td>4. Orally segment words into word parts (segmenting).</td>
<td>a. Segment words into syllables (e.g., table, /ta/.../ble/).</td>
<td>a. Segment words into syllables (e.g., table, /ta/.../ble/).</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td>b. Segment words into onset and rime (e.g., pan, /p/.../an/).</td>
<td>b. Segment words into onset and rime (e.g., pan, /p/.../an/).</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td>c. Segment words into individual phonemes (e.g., sat, /s/.../a/.../t/).</td>
<td>c. Segment words into individual phonemes (e.g., sat, /s/.../a/.../t/).</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
</tbody>
</table>
**Standard 3 (Phonological and Phonemic Awareness): Students develop phonological and phonemic awareness.**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Orally manipulate phonemes in words and syllables (manipulation).</td>
<td>a. Substitute initial sound (e.g., replace first sound in mat to /s/, say sat).</td>
<td>a. Substitute initial and final sounds (e.g., replace first sound in mat to /s/, say sat; replace last sound in mat with /p/, say map).</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td>b. Substitute initial sound to create new words (e.g., replace the first sound in mat with letters of the alphabet).</td>
<td>b. Substitute vowel in words (e.g., replace middle sound in map to /o/, say mop).</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td>c. Delete syllable in words (e.g., say baker without the /ba/, say ker).</td>
<td></td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td>d. Delete initial and final sounds in words (e.g., say sun without the /s/, say un; say hit without the /h/, say hi).</td>
<td></td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td>e. Delete initial phoneme and final phoneme in blends (e.g., say step without the /s/, say tep; say best without the /t/, say bes).</td>
<td></td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
</tbody>
</table>
Standard 4: Phonics and Spelling

Beginning readers must know and understand the relationship between letters and sounds in order to learn to read and spell. In addition, beginning readers must know and be able to use a variety of phonics skills to unlock unknown words. Phonics skills are critical to the word identification process until almost all words are learned to the point of automaticity—that is, to the point where words are recognized automatically, without thinking. Phonics instruction has been shown to be most effective when taught systematically, sequentially, and explicitly.

Research reports that phonics instruction is most effective when taught early. Phonics instruction:

- Significantly improves kindergarten and first-grade children’s word recognition and spelling.
- Significantly improves children’s reading comprehension.
- Is effective for children from various social and economic levels.
- Is particularly beneficial for children who have difficulty learning to read and are at risk for developing future reading problems.
- Is more effective than non-systematic or no phonics instruction.
- Is not an entire reading program for beginning readers.

Approaches to phonics instruction include:

- **Analogy**—children use parts of word families to identify words they don’t know.
- **Analytic**—children analyze letter-sound relationships in previously learned words to read new words.
- **Embedded**—children use letter-sound relationships while reading connected text.
- **Onset-rime**—children learn to identify the sound of the first letter with the remaining part of the word.
- **Synthetic**—children convert letters into sounds and blend the sounds to make words.

Research shows that students who are at-risk readers profit significantly from systematic synthetic phonics instruction.

Spelling is a developmental process. Research confirms that spelling, for most people, requires something above and beyond experience with reading. The ability to read a word does not always guarantee a child can spell the word. Without fluent spelling skills, many students continue to struggle with the mechanics of the writing process and cannot focus their attention and energy on what and why they are writing. Careful examination of words that are part of formal spelling instruction can affect the quality of students’ writing, as well as their reading experiences.
Standard 4: Phonics and Spelling (Continued)

Correct spelling requires prediction and memory. It is a combination of interactive language processes, use of strategies, self-checking and monitoring. Spelling instruction, in past years, has often been a practice of having students memorizing lists of single words. However, research tells us it is more productive to teach word families, syllabication, word origins, and basic spelling rules as a major part of spelling instruction. Spelling should be a thinking activity, not merely a memory activity. According to research, efficient spellers view spelling as a problem-solving activity. They have a strong sense of control over their own learning, using a combination of strategies to spell unknown words during writing while committing the spelling of words to memory.

The following are possible suggestions and not all-inclusive:

Teacher Delivery

1. Provide explicit, systematic, synthetic instruction to students on letter sounds and blending for the purpose of decoding and spelling words.
2. Provide explicit instruction on vowels, vowel digraphs, and vowel variants.
3. Provide instruction on segmenting and blending letters to form words.
4. Provide opportunities for students to build words with onsets and rimes.
5. Provide experiences in making words, word sorts, and studying word walls.
6. Provide instruction and application in analyzing word parts (e.g., word chunks, prefixes, suffixes, roots, syllables).
7. Provide instruction on strategies to read and spell unknown words.
8. Use decodable text in earlier grades as an integral part of explicit phonics instruction.
9. Provide sound-by-sound dictation and whole word dictation as a means of practice.
10. Determine students’ developmental spelling level.
11. Generate word lists according to students’ developmental level, writing sample, and commonly misspelled words.
12. Provide explicit instruction to teach spelling as a developmental process beginning with sound-symbol relationships.
13. Provide explicit instruction with spelling patterns.
14. Provide and encourage students to use spelling cues as needed for accuracy when completing writing assignments.
15. Provide numerous opportunities for students to see words spelled correctly.
16. Teach spelling as part of the reading and writing process.
17. Teach commonly misspelled words (e.g., they, too, there).
18. Teach proofreading as an application of spelling knowledge.
Standard 4: Phonics and Spelling (Continued)

Teacher Delivery (Continued)
19. Provide instruction on resources to assist spelling (e.g., dictionaries).
20. Teach specific strategies to promote spelling and writing fluency.
21. Encourage and foster accountability for correct spelling.
22. Encourage interest and enthusiasm for words; avoid word searches, word puzzles, and writing words multiple times.
23. Provide frequent opportunities for purposeful writing.

Assessment:
Formal: Approved state, district, and school assessments.

Informal:
1. Checklists of skills used by students.
2. Anecdotal records of noted behaviors in class.
3. Conferences and discussions with students.
4. Performance assessment to see how well students apply phonetic principles.
5. Informal reading inventories.
6. Running records.
7. Assessments of decoding ability.
8. Pre- and post-spelling tests.
9. Writing samples.
10. Spelling inventories.

Differentiation
1. Provide explicit instruction in the area of the student’s deficit.
2. Provide activities that focus on the manipulation of letters and sounds.
3. Provide opportunities for students to respond kinesthetically to instruction.
4. Provide modeling and demonstration.
Standard 4: Phonics and Spelling (Continued)

Differentiation (Continued)
5. Provide opportunities for students to use and manipulate letters.
6. Provide multiple practice opportunities with decodable books.
7. Provide visual, auditory, and kinesthetic instruction with spelling.
8. Generate lists of key words from student’s reading and writing.
9. Provide varied and frequent practice with words.
10. Modify practice opportunities with feedback (e.g., word sorts, making words).
11. Provide opportunities for students to learn to spell functional words.
12. Analyze, with the student, the errors being made in writing assignments, using this information for reading and spelling instruction.
13. Assess often, observing skill level and strategy used.
14. Modify practice opportunities according to individual student needs.
15. Help students develop a study process that fits individual needs.
16. Teach students to apply strategies in determining unknown words and spellings.

Home Connections
1. Communicate expectations to parents.
2. Provide suggestions for parents to help their children with phonics applications.
3. Encourage parents to listen to children read decodable books nightly.
4. Train parents to be able to select appropriate books for their children to practice reading.
5. Help parents to set aside time nightly for children to read to adults.
6. Encourage parents to provide their children with opportunities to write, encouraging correct spelling (e.g., grocery lists, notes to family members, thank you notes).
7. Encourage parents to play word games.
8. Encourage parents to support teacher spelling instruction.
9. Help parents encourage interest in words.
### Standard 4 (Phonics and Spelling): Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an understanding of the relationship between letters and sounds.</td>
<td>a. Name all upper- and lower-case letters of the alphabet in random order.</td>
<td>a. Write letters to represent spoken sounds of all letters of the alphabet in random order.</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td>b. Match consonant and short vowel sounds to the correct letter.</td>
<td>b. Identify and pronounce sounds for consonants, consonant blends (e.g., br, st, fl) and consonant digraphs (e.g., ch, sh, wh) accurately in words.</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td>c. Identify and pronounce sounds for short and long vowels, using patterns (e.g., vc, vcv, cvc, cvcv, cvcv-silent e), and vowel digraphs (e.g., ea, ee, ie, oa, ai, ay, oo, ow) accurately in words.</td>
<td>b. Identify and pronounce sounds for consonants, consonant blends (e.g., br, st, fl) and consonant digraphs (e.g., ch, sh, wh) accurately in words.</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td>d. Identify and pronounce sounds for r-controlled vowels accurately in one-syllable words (e.g., ar, or, er).</td>
<td>c. Identify and pronounce r-controlled vowel patterns in words (e.g., ar, or, er).</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td>c. Blend simple cvc sounds into one-syllable words.</td>
<td>e. Identify and blend initial letter sounds with common vowel patterns to pronounce one-syllable words (e.g., /g/...oa/.../l/, goat).</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td>2. Use knowledge of structural analysis to decode words.</td>
<td>a. Identify and read grade level contractions and compound words.</td>
<td>a. Identify and read grade level contractions and compound words.</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
</tbody>
</table>
Standard 4 (Phonics and Spelling): Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Use knowledge of structural analysis to decode words. (Continued)</td>
<td></td>
<td>b. Identify sound patterns and apply knowledge to decode one-syllable words (e.g., blends, digraphs, vowel patterns, r-controlled vowels).</td>
<td>b. Identify sound patterns and apply knowledge to decode words (e.g., blends, digraphs, vowel patterns, r-controlled vowels).</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Demonstrate an understanding of representing same sound with different patterns by decoding these patterns accurately in one-syllable words (e.g., ee, ie, ea, e).</td>
<td>c. Demonstrate an understanding of representing same sound with different patterns by decoding these patterns accurately in isolation and in text (e.g., ee, ea, ei, e).</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Use knowledge of root words and suffixes to decode words (i.e., -ful, -ly, -er).</td>
<td>d. Use knowledge of root words and prefixes (e.g., re, un, mis) and suffixes (e.g., s, es, ed, ing, est, ly) to decode words.</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Use letter patterns to decode words (e.g., phonograms/word families/onset and rime: -ack, -ail, -ake).</td>
<td>e. Use letter and syllable patterns to pronounce multisyllabic words.</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
<tr>
<td>3. Spell words correctly.</td>
<td>a. Hear and write letters to represent single sounds in words.</td>
<td>a. Write sounds heard in words in the correct order.</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
<td>Mastered/Maintained</td>
</tr>
</tbody>
</table>
Standard 4 (Phonics and Spelling): Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Spell words correctly. (Continued)</td>
<td>b. Hear and write beginning, middle, and ending consonant sounds to spell one-syllable words.</td>
<td>a. Use knowledge of word families, patterns, and common letter combinations to spell new words.</td>
<td>a. Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.</td>
<td>a. Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.</td>
<td>a. Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.</td>
<td>a. Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.</td>
<td>a. Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.</td>
</tr>
<tr>
<td></td>
<td>c. Spell short vowel words with consonant blends and digraphs (e.g., bl, st, nt, sh, wh, th).</td>
<td>b. Spell words with short and long vowel sounds, r-controlled words, words with consonant blends, consonant and vowel digraphs.</td>
<td>b. Spell correctly grade level compound words, words with plural endings, and common phonograms.</td>
<td>b. Spell words with roots, inflectional endings, prefixes, and suffixes (e.g., faster, disapprove, celebration).</td>
<td>b. Spell multisyllable words with roots, prefixes, and suffixes.</td>
<td>b. Use knowledge of Greek and Latin roots and affixes to spell multisyllable words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Spell correctly grade level compound words, words with plural endings, and common phonograms.</td>
<td>c. Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., bear, gone, could).</td>
<td>c. Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., friend, square, special).</td>
<td>c. Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., language, tongue).</td>
<td>c. Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., straight, soldier, property, particular).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Spell first name correctly.</td>
<td>d. Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., because, animals, before, answer, weight).</td>
<td>d. Learn the spellings of irregular and difficult words (e.g., electric, planet, trapper, rectangle).</td>
<td>d. Learn the spellings of irregular and difficult words (e.g., hundredths, legislative, digestive).</td>
<td>d. Learn the spellings of irregular and difficult words (e.g., feudalism, electricity, parallelogram, microorganism).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).</td>
<td>a. Use knowledge about spelling to predict the spelling of new words.</td>
<td>a. Use knowledge about spelling to predict the spelling of new words.</td>
<td>a. Use knowledge about spelling to predict the spelling of new words.</td>
<td>a. Use knowledge about spelling to predict the spelling of new words.</td>
<td>a. Use knowledge about spelling to predict the spelling of new words.</td>
<td>a. Use knowledge about spelling to predict the spelling of new words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Visualize words while writing.</td>
<td>b. Visualize words while writing.</td>
<td>b. Visualize words while writing.</td>
<td>b. Visualize words while writing.</td>
<td>b. Visualize words while writing.</td>
<td>b. Visualize words while writing.</td>
<td></td>
</tr>
</tbody>
</table>
Standard 4 (Phonics and Spelling): Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association). (Continued)</td>
<td>b. Associate the spelling of new words with that of known words.</td>
<td>b. Associate the spelling of new words with that of known words and word patterns.</td>
<td>c. Associate the spelling of new words with that of known words and word patterns.</td>
<td>c. Associate the spelling of new words with that of known words and word patterns.</td>
<td>c. Associate spelling of new words with that of known words and word patterns.</td>
<td>c. Associate spelling of new words with that of known words and word patterns.</td>
<td>c. Associate spelling of new words with that of known words and word patterns.</td>
</tr>
<tr>
<td></td>
<td>c. Use spelling generalities to assist spelling of new words (e.g., one vowel between two consonants, silent &quot;e&quot; on the end of a word, two vowels together).</td>
<td>d. Use spelling generalities to assist spelling of new words (e.g., one vowel between two consonants, silent &quot;e&quot; on the end of a word, two vowels together).</td>
<td>d. Use spelling generalities to assist spelling of new words (e.g., doubling of consonants, &quot;le&quot; endings, adding suffixes).</td>
<td>d. Use spelling generalities to assist spelling of new words.</td>
<td>d. Use spelling generalities to assist spelling of new words.</td>
<td>d. Use spelling generalities to assist spelling of new words.</td>
<td></td>
</tr>
</tbody>
</table>
Standard 5: Fluency

Fluency is the ability to read a text accurately, quickly, and expressively with appropriate phrasing and intonation. Fluency is a critical component of reading development that can be developed through instruction. The goal of fluency instruction is not fast reading, but expressive and meaning-filled reading. Automaticity (fast, effortless word recognition) is necessary, but not sufficient, for fluency. Fluency has as much to do with accessing the deeper meaning of the text as it has to do with attending to words on a page. Fluency allows the reader to concentrate on comprehension, but fluent reading does not guarantee comprehension. Fluency instruction should begin in kindergarten as children participate in shared reading with the teacher. Fluent reading can be developed by modeling and having students engage in repeated oral reading of familiar text.

Fluency develops gradually over considerable time and through substantial practice. Students need multiple opportunities to orally and silently read text that is not too difficult. Multiple opportunities allow students to learn to read expressively and discover reading as a pleasurable, meaning-making activity. Reading rate and accuracy are important as diagnostic indicators for assessing students’ overall reading performance.

Research shows that beginning readers who develop automaticity with word identification skills are better able to comprehend text. A study conducted with the National Assessment of Educational Progress (NAEP) indicates a strong relationship between oral fluency and silent reading comprehension. Students who scored lower on measures of fluency also scored lower on measures of comprehension.

Reading rate has been shown to be related to reading volume. Children with slower reading rates simply read fewer words than faster readers in the same amount of time. High levels of fluency are related to ample opportunities to practice. Students should never lose sight of the importance of understanding what they read; lessons should be comprehension-oriented, even when smooth and fluent oral reading is being emphasized.

The following are possible suggestions and not all-inclusive:

Teacher Delivery
1. Provide students with models of fluent reading during read alouds and guided reading lessons.
2. Provide opportunities for students to repeatedly read (3-4 times) a short passage of 50-200 words aloud with guidance and monitoring for fluency.
3. Provide teacher-directed (guided reading) lessons in which children spend the maximum amount of time engaged in reading connected text on an appropriate level (90% or higher accuracy).
4. Provide multiple opportunities with a variety of texts on students’ independent reading level (95% or higher accuracy).
5. Provide opportunities to practice through echo reading, choral reading, readers’ theater, shared book experience, and paired reading. (Round robin reading has been shown to be ineffective.)
**Standard 5: Fluency (Continued)**

**Assessments**
Formal: Approved state, district, and school assessments.

Informal:
1. Assess word recognition on groups of high-frequency words after learning and practice opportunities have been provided.
2. Listen to individual students read and evaluate whether the reading is word-by-word; more than word-by-word but not in phrases; or in phrases.
3. Listen to individual students read and evaluate accuracy, phrasing, expression, and comprehension.
4. Time a student’s reading to determine rate in words per minute.

**Differentiation**
1. Select short, highly predictable selections that are meant to be read aloud with expression, such as rhyming poetry.
2. Model the initial pages of a text with the students following along in their own texts. Students can then read the remainder of the story with greater fluency and fewer misread words.
3. Instruct tutors to **preview** new stories with a student, **pause** to allow the student to self-correct or figure out a difficult word, **prompt** helpfully and strategically if needed, and offer specific **praise** for the student’s efforts.
4. Provide frequent uninterrupted reading practice with connected text containing high-frequency words.
5. Provide additional opportunities for students to reread familiar text.
6. Provide students with ample opportunity to read more sophisticated or less sophisticated text.
7. Provide students with models of fluent reading.
8. Provide students with the opportunity to read material on their independent level, in pairs, and groups with fluency and expression.

**Home Connection**
1. Communicate the importance of students and parents reading together daily to improve fluency.
2. Provide appropriate reading material for students to read fluently to parents.
3. Instruct parents in instructional models that include rereading and paired reading.
4. Encourage parents to have their children read at home daily:
   - Kindergarten—read to, with, and by for twenty minutes.
   - First grade—twenty minutes.
   - Second—twenty to thirty minutes.
   - Third-sixth—thirty to sixty minutes.
Standard 5 (Fluency): Students develop reading fluency to read aloud grade level text effortlessly without hesitation.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read aloud grade level text with appropriate speed and accuracy.</td>
<td>a. Read alphabet letters in random order with automaticity.</td>
<td>a. Read grade level text at a rate of approximately 60 wpm.</td>
<td>a. Read grade level text at a rate of approximately 80 wpm.</td>
<td>a. Read grade level text at a rate of approximately 100 wpm.</td>
<td>a. Read grade level text at a rate of approximately 120-150 wpm.</td>
<td>a. Read grade level text at a rate of approximately 120-150 wpm.</td>
<td>a. Read grade level text at a rate of approximately 120-150 wpm.</td>
</tr>
<tr>
<td></td>
<td>b. Read numerals from zero to ten in random order with automaticity.</td>
<td>b. Read grade level text with an accuracy rate of 95-100%.</td>
<td>b. Read grade level text with an accuracy rate of 95-100%.</td>
<td>b. Read grade level text with an accuracy rate of 95-100%.</td>
<td>b. Read grade level text with an accuracy rate of 95-100%.</td>
<td>b. Read grade level text with an accuracy rate of 95-100%.</td>
<td>b. Read grade level text with an accuracy rate of 95-100%.</td>
</tr>
<tr>
<td>2. Read aloud grade level text effortlessly with clarity.</td>
<td>a. Use appropriate intonation and expression during unison oral reading with the teacher.</td>
<td>a. Read grade level text in three- to four-word phrases using intonation, expression, and punctuation cues.</td>
<td>a. Read grade level text in three- to four-word phrases using intonation, expression, and punctuation cues.</td>
<td>a. Read grade level text in meaningful phrases using intonation, expression, and punctuation cues.</td>
<td>a. Read grade level text in meaningful phrases using intonation, expression, and punctuation cues.</td>
<td>a. Read grade level text in phrases using intonation, expression, and punctuation cues.</td>
<td>a. Read grade level text in meaningful phrases using intonation, expression, and punctuation cues.</td>
</tr>
<tr>
<td></td>
<td>b. Read with automaticity approximately 25 high-frequency/sight words.</td>
<td>b. Read with automaticity 100 first grade high-frequency/sight words.</td>
<td>b. Read with automaticity 200 second grade high-frequency/sight words.</td>
<td>b. Read with automaticity 300 third grade high-frequency/sight words.</td>
<td>b. Read grade level words with automaticity.</td>
<td>b. Read grade level words with automaticity.</td>
<td>b. Read grade level words with automaticity.</td>
</tr>
</tbody>
</table>
Standard 6: Vocabulary

Vocabulary is critical to comprehension. Students must know what individual words mean within the context of listening, speaking, reading, and writing. Research suggests the proportion of difficult words in text is the single most powerful predictor of text difficulty; a reader’s general vocabulary-knowledge is the single best predictor of how well a reader can understand text.

Research shows the average second grade student has a reading vocabulary of about 2,000 to 5,000 words, yet the materials he/she will read in third through ninth grade contain approximately 90,000 different words. According to the best estimates, students need to learn approximately 3,000 to 4,000 words per year just to stay on grade level. The California State Board of Education (1999) recommended that students in early grades read 500,000 to 1,000,000 words per year. Vocabulary acquisition is related to the amount of reading students do both in and out of school.

There are four types of vocabulary: listening, speaking, reading, and writing. Most students whose primary language is English enter kindergarten with speaking vocabularies ranging between 2,500-5,000 words. Generally, first graders can orally use and understand about 6,000 words but have very limited reading vocabularies. By second grade, students’ reading vocabularies are growing steadily, with students learning an average of 3,000-4,000 words a year. It would be impossible to teach this number of words directly each year. Thus, it becomes critical that teachers provide explicit vocabulary instruction, motivation, and reading opportunities to develop word knowledge.

The following are possible suggestions and not all-inclusive:

Teacher Delivery
1. Read aloud challenging text from a variety of genres.
2. Provide explicit instruction on content-specific vocabulary.
3. Provide instruction on vocabulary within the content area being studied.
4. Provide sufficient practice opportunities with vocabulary.
5. Provide and promote opportunities for students to independently read from a variety of genres to expand vocabulary.
6. Provide explicit instruction on word structure (e.g., affixes, root words).
7. Provide instruction to deepen students’ understanding of vocabulary (e.g., semantic feature analysis, word synonyms, antonyms, multiple meanings of words).
8. Provide explicit instruction on high-frequency words.
9. Provide access to resource material (e.g., dictionary, thesaurus).
**Standard 6: Vocabulary (Continued)**

**Assessment**

**Formal:**
Approved state, district, and school assessments.

**Informal:**
1. Observe for complexity of vocabulary usage as students read, speak, and write.
2. Informal assessments of vocabulary.

**Differentiation**

1. Provide a print-rich environment for students to read materials that reflect their interests and maturity levels.
2. Provide opportunities for students to read in content areas where they can apply knowledge of content vocabulary.
3. Present material that matches students’ instructional reading levels.
4. Provide opportunities to extend students’ speaking and listening level of vocabulary beyond their reading level.
5. Allow students to use multiple resources for vocabulary support.
6. Allow for additional experiences and practice with vocabulary.
7. Allow students to work with a peer.
8. Provide visual and kinesthetic experiences with vocabulary.
9. Provide direct instruction on grammatical features and idioms.
10. Provide simplified text as needed to reinforce vocabulary instruction and word recognition.
11. Support ELL students with vocabulary acquisition by providing:
   - Vocabulary in native language with connections to English.
   - Opportunities to work with English speaking peers.
   - Instruction on grade level concepts (animals, weather) and functions (walk, quiet).
   - Cultural references of vocabulary.

**Home Connection**

1. Encourage parents to provide time to read together as a family and engage in conversation.
2. Encourage parents to provide experiences and discussions on concepts, observations, and materials read or viewed.
Standard 6: Vocabulary (Continued)

Home Connection (Continued)
3. Encourage parents to provide opportunities that encourage vocabulary development through promoting reading, by visiting the library, bookstores, and discussing environmental print.
4. Encourage parents to monitor children’s time spent watching TV, playing video games, and/or surfing the Internet.
5. Encourage parents to have nightly reading for pleasure in the home.
**Standard 6 (Vocabulary): Students learn and use grade level vocabulary to increase understanding and read fluently.**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learn new words through listening and reading widely.</td>
<td>a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.</td>
<td>a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.</td>
<td>a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.</td>
<td>a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.</td>
<td>a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.</td>
<td>a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.</td>
<td>a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.</td>
</tr>
<tr>
<td>b. Learn the meaning of a variety of grade level words (e.g., words from literature, social studies, science, math).</td>
<td>b. Learn the meaning of a variety of grade level words (e.g., words from literature, social studies, science, math).</td>
<td>b. Learn the meaning of a variety of grade level words (e.g., words from literature, social studies, science, math).</td>
<td>b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).</td>
<td>b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).</td>
<td>b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).</td>
<td>b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).</td>
<td></td>
</tr>
<tr>
<td>c. Use resources to learn new words by relating them to known words (e.g., books, charts, word walls).</td>
<td>c. Use resources to learn new words by relating them to known words (e.g., books, charts, word walls).</td>
<td>c. Use resources to learn new words by relating them to known words (e.g., books, charts, word walls).</td>
<td>c. Use resources to learn new words by relating them to known words (e.g., books, charts, word walls).</td>
<td>c. Use resources to learn new words by relating them to known words (e.g., books, charts, word walls).</td>
<td>c. Use resources to learn new words by relating them to known words (e.g., books, charts, word walls).</td>
<td>c. Use resources to learn new words by relating them to known words (e.g., books, charts, word walls).</td>
<td></td>
</tr>
<tr>
<td>2. Use multiple resources to learn new words by relating them to known words and/or concepts.</td>
<td>See cell above.</td>
<td>See cell above.</td>
<td>a. Use multiple resources to determine the meanings of unknown words (e.g., simple dictionaries, glossaries).</td>
<td>a. Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, beginning thesaurus).</td>
<td>a. Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, beginning thesaurus).</td>
<td>a. Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, beginning thesaurus).</td>
<td>a. Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, beginning thesaurus).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>b. Relate unfamiliar words and concepts to prior knowledge to increase vocabulary (e.g., liquid: milk, water, punch).</td>
<td>b. Relate unfamiliar words and concepts to prior knowledge to increase vocabulary (e.g., rotation: planets, spinner, taking turns).</td>
<td>b. Relate unfamiliar words and concepts to prior knowledge to increase vocabulary (e.g., settlers: Indians, pioneers, farmers).</td>
<td>b. Relate unfamiliar words and concepts to prior knowledge to increase vocabulary (e.g., settlers: Indians, pioneers, farmers).</td>
<td>b. Relate unfamiliar words and concepts to prior knowledge to increase vocabulary (e.g., settlers: Indians, pioneers, farmers).</td>
</tr>
</tbody>
</table>
Standard 6 (Vocabulary): Students learn and use grade level vocabulary to increase understanding and read fluently.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Use structural analysis and context clues to determine meanings of words.</td>
<td>a. Identify meanings of words by looking at the root word and using known endings (e.g., car, cars; jump, jumped, jumping).</td>
<td>a. Identify meanings of words using the root word and known endings (e.g., car, cars; jump, jumped, jumping).</td>
<td>a. Identify meanings of words using prefixes and suffixes (e.g., do/undo, write/rewrite, happy/happiness, help/helper/helpful).</td>
<td>a. Identify meanings of words using prefixes and suffixes.</td>
<td>a. Identify meanings of words using roots and affixes (e.g., disrespectfully).</td>
<td>a. Identify meanings of words using roots and affixes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Monitor reading using context to explain the meanings of unknown key words from text read aloud.</td>
<td>b. Use context to determine meanings of unknown key words (e.g., The gigantic dog couldn't fit in his new doghouse.).</td>
<td>b. Use context to determine meanings of unknown key words (e.g., The store clerk glared at the children as they looked at the toys.).</td>
<td>b. Use context to determine meanings of unknown key words (e.g., The ferocious dog growled at the children.).</td>
<td>b. Use words, sentences, and paragraphs as context clues to determine meanings of unknown key words, similes, metaphors, idioms, proverbs, and clichés.</td>
<td>b. Use words, sentences, and paragraphs as context clues to determine meanings of unknown key words, similes, metaphors, idioms, proverbs, clichés, and literary expressions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Use context to determine meanings of synonyms, antonyms, homonyms (e.g., sun/son), and multiple-meaning words (e.g., ring).</td>
<td>c. Use context to determine meanings of synonyms, antonyms, homonyms (e.g., blue, blew), and multiple-meaning words (e.g., light).</td>
<td>c. Use context to determine meanings of synonyms, antonyms, homonyms (e.g., there, their, they're), and multiple-meaning words (e.g., rock).</td>
<td>c. Use context to determine meanings of synonyms, antonyms, homonyms (e.g., there, their, they're), and multiple-meaning words (e.g., rock).</td>
<td>c. Use context to determine meanings of synonyms, antonyms, homonyms (e.g., through/threw, principal/principle), and multiple-meaning words (e.g., print).</td>
<td>c. Use context to determine meanings of synonyms, antonyms, homonyms (e.g., through/threw, principal/principle), and multiple-meaning words (e.g., print).</td>
<td></td>
</tr>
</tbody>
</table>
Standard 7: Comprehension

The ultimate goal of reading is comprehension. Comprehension is the process of constructing meaning utilizing the reader’s existing knowledge, the information in the text, and the purpose for reading. Comprehension requires the reader to apply strategies and monitor his/her understanding of both narrative and informational text. Comprehension is critically important to the development of reading, academic learning in all subject areas, and success in today’s society.

Research shows there are three critical findings regarding comprehension: (1) Comprehension is a complex cognitive process in which vocabulary plays an important part. (2) Comprehension is an active process that requires intentional and thoughtful interaction between the reader and the text. (3) Teacher preparation is linked to student achievement in comprehension.

Certain key comprehension strategies employed before, during, and after reading need to be taught directly to students in the context of their reading. In explicit comprehension strategy instruction, students learn what the strategy is; why it is important; and how, when, and where to apply it.

Students’ awareness and understanding of text organization plays a key role in reading comprehension. Text organization is the physical presentation of the text with headings, subheadings, graphics, and underlying text structure (e.g., compare/contrast, sequence of presentation within narrative or expository text).

The following are possible suggestions and not all-inclusive:

Teacher Delivery
1. Model the processes and strategies being taught (e.g., read and think aloud).
2. Provide explicit instruction in the use of comprehension strategies before, during, and after reading.
3. Provide explicit instruction in:
   - Identifying text structure
   - Activating prior knowledge (e.g., about topic, author, illustrator, genre)
   - Determining importance/main idea
   - Predicting/Inferring
   - Questioning
   - Monitoring
   - Clarifying
   - Retelling
   - Summarizing
Standard 7: Comprehension (Continued)

Teacher Delivery (Continued)

- Synthesizing
- Making connections (e.g., text to self, text to text, text to world)
- Visualizing

4. Provide explicit instruction on the various expository text structures (e.g., compare/contrast, cause/effect, chronological order, sequence, descriptive).
5. Provide models of delivery (e.g., reciprocal teaching, graphic organizers, Question-Answer-Relationship—QARs).
6. Utilize a variety of texts and genres to develop comprehension.
7. Provide extensive opportunities for reading on an independent level.
8. Utilize flexible grouping practices.
9. Model metacognitive strategies (e.g., fix-up strategies, adjusting reading speed to fit the difficulty of text, checking understanding of what was read).
10. Emphasize comprehension across all eight standards of the Utah Language Arts Core Curriculum.

Assessments

Formal:
Approved state, district, and school assessments.

Informal:
1. Story retellings noting beginning, middle, and ending.
2. Various reading response strategies (e.g., journals, coding text).
3. Discussion of text.

Differentiation
1. Provide students with choices from a wide variety of appropriate materials.
2. Provide clear models and examples of comprehension strategies.
3. Present information visually as well as orally.
4. Utilize flexible grouping practices.
5. Repeat instruction as appropriate.
6. Check frequently for understanding.
Standard 7: Comprehension (Continued)

Differentiation (Continued)
7. Pair struggling students with a reading partner when appropriate.
8. Give students opportunities to discuss books with their peers and others.
9. Provide instruction with higher-level thinking skills.

Home Connection
1. Communicate the importance of students and parents reading together daily.
2. Communicate the importance of children reading at home daily:
   - Kindergarten—read to, with, and by for twenty minutes.
   - First—twenty minutes.
   - Second—twenty to thirty minutes.
   - Third through sixth—thirty to sixty minutes.
3. Encourage parents to discuss and respond to reading material with their children.
4. Help parents to encourage children to read a variety of genres.
5. Encourage parents to visit libraries and bookstores with their children.
Standard 7 (Comprehension): Students understand, interpret, and analyze narrative and informational grade level text.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Discuss author's purpose.</td>
<td>b. Identify author's purpose.</td>
<td>b. Identify author's purpose.</td>
<td>b. Identify author's purpose.</td>
<td>b. Identify author's purpose.</td>
<td>b. Identify author's purpose.</td>
<td>b. Identify author's purpose.</td>
<td></td>
</tr>
<tr>
<td>2. Apply strategies to comprehend text.</td>
<td>a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).</td>
<td>a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).</td>
<td>a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).</td>
<td>a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).</td>
<td>a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).</td>
<td>a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).</td>
<td></td>
</tr>
<tr>
<td>b. Ask questions about text.</td>
<td>b. Ask questions about text read aloud and independently.</td>
<td>b. Ask questions about text read aloud and independently.</td>
<td>b. Generate questions about text (e.g., factual, inferential, evaluative).</td>
<td>b. Generate questions about text (e.g., factual, inferential, evaluative).</td>
<td>b. Generate questions about text (e.g., factual, inferential, evaluative).</td>
<td>b. Generate questions about text (e.g., factual, inferential, evaluative).</td>
<td></td>
</tr>
<tr>
<td>c. Make predictions using picture clues, title, and prior knowledge.</td>
<td>c. Make predictions using picture clues, title, and/or prior knowledge.</td>
<td>d. Make and confirm predictions while reading using title, picture clues, text, and/or prior knowledge.</td>
<td>d. Make and confirm predictions while reading using title, picture clues, text, and/or prior knowledge.</td>
<td>d. Make and confirm or revise predictions while reading using title, picture clues, text, and/or prior knowledge.</td>
<td>d. Make and confirm or revise predictions while reading using title, picture clues, text, and/or prior knowledge.</td>
<td>d. Make and confirm or revise predictions while reading using title, picture clues, text, and/or prior knowledge.</td>
<td></td>
</tr>
<tr>
<td>d. Make inferences and draw conclusions from text.</td>
<td>d. Make inferences and draw conclusions from text.</td>
<td>e. Make inferences and draw conclusions from text.</td>
<td>e. Make inferences and draw conclusions from text.</td>
<td>e. Make inferences and draw conclusions from text.</td>
<td>e. Make inferences and draw conclusions from text.</td>
<td>e. Make inferences and draw conclusions from text.</td>
<td></td>
</tr>
<tr>
<td>e. Identify topic/main idea from text; note details.</td>
<td>e. Identify topic/main idea from text; note details.</td>
<td>f. Identify topic/main idea from text; note details.</td>
<td>f. Identify topic/main idea from text; note details.</td>
<td>f. Identify topic/main idea from text; note details.</td>
<td>f. Identify topic/main idea from text; note details.</td>
<td>f. Identify topic/main idea from text; note details.</td>
<td></td>
</tr>
</tbody>
</table>
Standard 7 (Comprehension): Students understand, interpret, and analyze narrative and informational grade level text.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Apply strategies to comprehend text. (Continued)</td>
<td>e. Retell identifying key ideas.</td>
<td>f. Retell using important ideas/events; summarize supporting details in sequence.</td>
<td>g. Summarize important ideas/events; summarize supporting details in sequence.</td>
<td>g. Summarize important ideas/events; summarize supporting details in sequence.</td>
<td>g. Summarize important ideas/events; summarize supporting details in sequence.</td>
<td>g. Summarize important ideas/events; summarize supporting details in sequence.</td>
<td>g. Summarize important ideas/events; summarize supporting details in sequence.</td>
</tr>
<tr>
<td></td>
<td>h. Monitor and clarify understanding applying fix-up strategies while interacting with text.</td>
<td>i. Compile information from text.</td>
<td>i. Compile information from text.</td>
<td>i. Compile, organize, and interpret information from text.</td>
<td>i. Compile, organize, and interpret information from text.</td>
<td>i. Compile, organize, and interpret information from text.</td>
<td>i. Compile, organize, and interpret information from text.</td>
</tr>
<tr>
<td>3. Recognize and use features of narrative and informational text.</td>
<td>a. Identify beginning, middle, and end; characters; setting; problem/resolution.</td>
<td>b. Identify different genres: nursery rhymes, fairy tales, poems, realistic fiction, fantasy.</td>
<td>c. Identify information from pictures, captions, diagrams, charts, graphs, and table of contents.</td>
<td>d. Identify different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales.</td>
<td>e. Compare and contrast elements of different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction, science fiction.</td>
<td>f. Compare and contrast elements of different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction, science fiction, myths, legends.</td>
<td>g. Identify information from pictures, captions, diagrams, charts, graphs, table of contents, index, and glossary.</td>
</tr>
</tbody>
</table>
Standard 7 (Comprehension): Students understand, interpret, and analyze narrative and informational grade level text.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Recognize and use features of narrative and informational text. (Continued)</td>
<td>d. Recognize information as real/make believe.</td>
<td>d. Identify multiple facts in grade level informational text.</td>
<td>d. Identify different structures in text (e.g., compare/contrast, cause/effect).</td>
<td>d. Identify different structures in text (e.g., problem/solution, compare/contrast).</td>
<td>d. Identify different structures in text (e.g., description, problem/solution, compare/contrast, cause/effect).</td>
<td>d. Identify different structures in text (e.g., description, problem/solution, compare/contrast, cause/effect, order of importance, time, geographic classification).</td>
<td>d. Identify different structures in text (e.g., description, problem/solution, compare/contrast, cause/effect, order of importance, time, geographic classification).</td>
</tr>
<tr>
<td>e. View a variety of informational texts (e.g., picture books).</td>
<td>e. Locate facts from informational texts (e.g., newspapers, magazines, books, other resources).</td>
<td>e. Locate facts from a variety of informational texts (e.g., newspapers, magazines, books, other resources).</td>
<td>e. Locate facts from a variety of informational texts (e.g., newspapers, magazines, textbooks, biographies, other resources).</td>
<td>e. Locate facts from a variety of informational texts (e.g., newspapers, magazines, textbooks, biographies, Internet, other resources).</td>
<td>e. Locate facts from a variety of informational texts (e.g., newspapers, magazines, textbooks, biographies, Internet, other resources).</td>
<td>e. Locate facts from a variety of informational texts (e.g., newspapers, magazines, textbooks, biographies, Internet, other resources).</td>
<td></td>
</tr>
</tbody>
</table>


Standard 8: Writing

Writing is a process of selecting, organizing, and developing ideas; expressing ideas in effective language; arranging them in logical sequences; and presenting them in standard forms of spelling, handwriting, or word processing. We write to discover what we know, think, and believe, and to communicate with others.

Research shows that learning to write well requires frequent practice. Students who learn to write as a process of planning, drafting, and revising develop fluency and control as writers. When students write on topics they care about, for varied audiences and a range of purposes, they find writing purposeful.

Just as students need to be exposed to a wide range of reading materials, students need to develop skills with different writing modes/forms. Research has shown that 50 percent of all the writing produced during high school occurs outside the English class. Developing writing across all subject areas, using different writing modes/forms while integrating content knowledge with personal knowledge, is essential. Writing should begin in the elementary school years, with continuous development throughout a student’s school career. Writing is a lifelong powerful tool.

The usefulness of teaching penmanship/handwriting as part of the writing process is really debatable in today’s high-tech society. While students are becoming proficient with technology tools at an early age, legible handwriting is a practical asset still needed today. Three-fourths of all elementary schoolwork is still done by hand, and tests often include essay questions. There is little doubt that a minimal amount of time should be devoted to handwriting instruction and practice. Teachers should allocate sufficient time to teach students the skill of penmanship in order to produce legible documents with fluency/automaticity.

The following are possible suggestions and not all-inclusive:

Teacher Delivery
1. Provide explicit instruction in writing through shared, interactive, and guided writing.
2. Teach writing as a recursive process of pre-writing, drafting, revising, editing, and sharing/publishing.
3. Provide students with frequent opportunities and ample time to write.
4. Confer with students, validating strengths and teaching skills at point of need.
5. Teach students to write in different genres for different purposes.
6. Provide instruction in both large and small groups, utilizing mini-lessons as needed.
Teacher Delivery (Continued)
7. Provide brief, explicit instruction to help students produce letters automatically and retrieve forms rapidly from memory.
8. Devote minimal amounts of time to penmanship instruction and practice.
9. Provide small group instruction for students who are having trouble forming letters in manuscript or cursive.
10. Be consistent by following district instructional style of penmanship (e.g., vertical/traditional, slanted/italicized).
11. Consider teaching a penmanship style most like print in books to students with disabilities in reading.
12. Allow students the choice of manuscript or cursive when using penmanship as a tool for writing.
13. Remember that the goal of penmanship instruction and practice is to produce legible documents created with fluency/automaticity.
14. Provide instruction and practice in penmanship for students to read a variety of styles of print/fonts, including cursive.

Assessment
Formal:
Approved state, district, and school assessments.

Informal:
1. Six-Traits Writing, Six-Traits Plus 1, writing assessments.
2. Rubrics and scoring guides.
3. Holistic writing assessments.
4. Developmental checklists in writing.
5. Writing conferences.

Differentiation
1. Allow students to dictate stories.
2. Simplify students’ writing assignments.
3. Allow students to use a word processor.
4. Allow students to write first drafts in their primary language.
5. Assist students in creating storyboards or other illustrations for stories before writing.
6. Provide students with extra time to complete assignments.
7. Allow and encourage students to work with peers.
Standard 8: Writing (Continued)

Differentiation (Continued)
8. Encourage students to write from self-selected topics.
9. Encourage interest and enthusiasm for writing.
10. Provide students with frequent opportunities for purposeful writing.
11. Encourage and foster accountability for Six-Traits Writing.
12. Develop students’ writing in all modes/forms.
13. Facilitate students’ utilization of technology and technology tools to produce writing products.
14. Encourage students to use graphic organizers to organize and plan their writing.
15. Encourage students to honor individual student writing efforts, noting positive elements.
16. Allow students choice with forms and styles of penmanship.
17. Allow students to use technology.
18. Emphasize legibility, not form, with penmanship.

Home Connections
1. Encourage parents to foster writing exploration by providing a variety of materials.
2. Encourage students to write daily at home (e.g., logs, journals).
3. Encourage children to share their writing at home.
4. Encourage writing at home by using a message board to communicate.
5. Encourage functional writing at home (e.g., thank you notes, messages, labels).
6. Facilitate the appropriate use of technology and writing tools in the home (e.g., computer, dictionary).
7. Encourage parents to act as role models for writing, as well as noting other models for writing found in the home (e.g., authors’ writing, newspapers, letters, advertisements).
8. Encourage parents to communicate the importance of legibility, not form and style, with penmanship.
9. Communicate to parents the district preferred style for letter formation to eliminate early confusion for preschoolers and students beginning the letter formation process.
10. Communicate to parents the value of technology as a tool for writing in today’s world.
Standard 8 (Writing): Students write daily to communicate effectively for a variety of purposes and audiences.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare to write by gathering and organizing information and ideas (pre-writing).</td>
<td>a. Generate ideas for writing by listening, talking, drawing, looking at literature and informational text, being read to, and reflecting on personal experiences.</td>
<td>a. Generate ideas for writing by reading, discussing literature and informational text, drawing, looking at books, being read to, and reflecting on personal experiences.</td>
<td>a. Generate ideas for writing by reading, discussing literature and informational text, and reflecting on personal experiences.</td>
<td>a. Generate ideas for writing by reading, discussing literature and informational text, and reflecting on personal experiences.</td>
<td>a. Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences.</td>
<td>a. Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Select topics from generated ideas.</td>
<td>b. Select topics from generated ideas.</td>
<td>b. Select and narrow a topic from generated ideas.</td>
<td>b. Select and narrow a topic from generated ideas.</td>
<td>b. Select and narrow a topic from generated ideas.</td>
<td>b. Select and narrow a topic from generated ideas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Use simple graphic organizers to organize information.</td>
<td></td>
<td>d. Use a variety of graphic organizers to organize information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Compose a written draft.</td>
<td>a. Draft ideas on paper, utilizing pictures with labels/words.</td>
<td>a. Draft ideas on paper in an organized manner (e.g., beginning, middle, end) utilizing words and sentences.</td>
<td>a. Draft ideas on paper in an organized manner utilizing words and sentences (e.g., beginning, middle, end; main idea; details).</td>
<td>a. Draft ideas on paper in an organized manner utilizing words, sentences, and multiple paragraphs (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).</td>
<td>a. Draft ideas on paper in an organized manner utilizing words, sentences, and multiple paragraphs (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).</td>
<td>a. Draft ideas on paper in an organized manner utilizing words, sentences, and multiple paragraphs (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Select appropriate words to convey meaning.</td>
<td>b. Select appropriate words to convey meaning.</td>
<td>c. Select appropriate words to convey meaning.</td>
<td>c. Use strong verbs and vivid language.</td>
<td>c. Use strong verbs and precise and vivid language to convey meaning.</td>
<td>c. Use strong verbs and precise and vivid language to convey meaning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Use voice in writing (e.g., express feelings, opinions).</td>
<td>b. Use voice to fit the purpose and audience.</td>
<td>b. Use voice to fit the purpose and audience.</td>
<td>b. Use voice to fit the purpose and audience.</td>
<td>b. Use voice to fit the purpose and audience.</td>
<td>b. Use voice to fit the purpose and audience.</td>
<td></td>
</tr>
</tbody>
</table>
**Standard 8 (Writing):** Students write daily to communicate effectively for a variety of purposes and audiences.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Compose a written draft. (Continued)</td>
<td></td>
<td></td>
<td>d. Identify and use effective leads and strong endings.</td>
<td>d. Identify and use effective leads and strong endings.</td>
<td>d. Identify and use effective leads and strong endings.</td>
<td>d. Identify and use effective leads and strong endings.</td>
<td></td>
</tr>
<tr>
<td>3. Revise by elaborating and clarifying a written draft.</td>
<td>a. Revise draft to add details.</td>
<td>a. Revise draft to add details, strengthen word choice, and reorder content.</td>
<td>a. Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.</td>
<td>a. Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.</td>
<td>a. Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.</td>
<td>a. Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Revise draft using descriptive words.</td>
<td>b. Enhance fluency by using complete sentences.</td>
<td>b. Enhance fluency by using a variety of complete sentences (i.e., varied sentence length, simple and complex sentences).</td>
<td>b. Enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences (i.e., sentence length, simple and complex sentences).</td>
<td>b. Enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences and paragraphs to build ideas (e.g., varied sentence length, simple and compound sentences).</td>
<td>b. Enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences and paragraphs to build ideas (e.g., varied sentence length, simple and compound sentences).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Write in complete sentences.</td>
<td>c. Revise writing, considering the suggestions of others.</td>
<td>c. Revise writing, considering the suggestions of others.</td>
<td>c. Revise writing, considering the suggestions of others.</td>
<td>c. Revise writing, considering the suggestions of others.</td>
<td>c. Revise writing, considering the suggestions of others.</td>
<td></td>
</tr>
<tr>
<td>4. Edit written draft for conventions.</td>
<td>a. Edit writing of first name for appropriate capital and lower case letters.</td>
<td>a. Edit writing for capitals in names, first word of a sentence, the pronoun “I”, and correct ending punctuation (i.e., periods, question marks).</td>
<td>a. Edit writing for correct capitalization and punctuation (i.e., capitals in holidays, titles, dates, greetings and closings of letters, personal titles, contractions, abbreviations).</td>
<td>a. Edit writing for correct capitalization and punctuation (i.e., words in a series, dialogue, complex sentences, singular possessives, abbreviations).</td>
<td>a. Edit writing for correct capitalization and punctuation (i.e., introductory and dependent clauses, dialogue, singular and plural possessives).</td>
<td>a. Edit writing for correct capitalization and punctuation (i.e., introductory and dependent clauses, dialogue, singular and plural possessives).</td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>Kindergarten</td>
<td>First Grade</td>
<td>Second Grade</td>
<td>Third Grade</td>
<td>Fourth Grade</td>
<td>Fifth Grade</td>
<td>Sixth Grade</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------</td>
<td>-------------</td>
<td>--------------</td>
<td>-------------</td>
<td>--------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>4. Edit written draft for conventions. (Continued)</td>
<td>b.  Edit writing for the spelling of a key word.</td>
<td>b.  Edit for spelling of grade level-appropriate words (e.g., would, down, made, write).</td>
<td>b.  Edit for spelling of grade level-appropriate words.</td>
<td>b.  Edit for spelling of grade level-appropriate words.</td>
<td>b.  Edit for spelling of grade level-appropriate words.</td>
<td>b.  Edit for spelling of grade level-appropriate words.</td>
<td>b.  Edit for spelling of grade level-appropriate words.</td>
</tr>
<tr>
<td>b.  Edit for standard grammar (i.e., complete sentences).</td>
<td>c.  Edit for standard grammar (e.g., subject-verb agreement).</td>
<td>c.  Edit for standard grammar (e.g., subject-verb agreement, verb tense, comparatives, superlatives, pronouns).</td>
<td>c.  Edit for standard grammar (e.g., subject-verb agreement, verb tense, comparatives, superlatives, pronouns).</td>
<td>c.  Edit for standard grammar (e.g., subject-verb agreement, verb tense, comparatives, superlatives, pronouns).</td>
<td>c.  Edit for standard grammar (e.g., subject-verb agreement, verb tense, comparatives, superlatives, pronouns).</td>
<td>c.  Edit for standard grammar (e.g., subject-verb agreement, verb tense, comparatives, superlatives, pronouns).</td>
<td></td>
</tr>
<tr>
<td>c.  Edit for standard grammar (e.g., complete sentences).</td>
<td>d.  Edit for appropriate formatting features (e.g., margins, indentations, titles).</td>
<td>d.  Edit for appropriate formatting features (e.g., margins, indentations, titles).</td>
<td>d.  Edit for appropriate formatting features (e.g., margins, indentations, titles).</td>
<td>d.  Edit for appropriate formatting features (e.g., margins, indentations, titles).</td>
<td>d.  Edit for appropriate formatting features (e.g., margins, indentations, titles, headings).</td>
<td>d.  Edit for appropriate formatting features (e.g., margins, indentations, titles, headings).</td>
<td></td>
</tr>
<tr>
<td>5. Use fluent and legible handwriting to communicate.</td>
<td>a.  Print all upper- and lower-case letters of the alphabet and numerals 0-9 using proper form, proportions, and spacing.</td>
<td>a.  Print all upper- and lower-case letters of the alphabet and numerals 0-9 using proper form, proportions, and spacing.</td>
<td>a.  Write demonstrating mastery of all upper- and lower-case manuscript letters and numerals using proper form, proportions, and spacing.</td>
<td>a.  Write using upper- and lower-case cursive letters using proper form, proportions, and spacing.</td>
<td>a.  Write using upper- and lower-case cursive letters using proper form, proportions, and spacing.</td>
<td>a.  Write using upper- and lower-case cursive letters using proper form, proportions, and spacing.</td>
<td></td>
</tr>
<tr>
<td>b.  Write with increasing fluency in forming manuscript letters and numerals.</td>
<td>b.  Increase fluency in forming manuscript letters and numerals.</td>
<td>b.  Develop fluency with cursive handwriting.</td>
<td>b.  Increase fluency with cursive handwriting.</td>
<td>b.  Increase fluency with cursive handwriting.</td>
<td>b.  Increase fluency with cursive handwriting.</td>
<td>b.  Increase fluency with cursive handwriting.</td>
<td></td>
</tr>
<tr>
<td>c.  Write name legibly using correct manuscript form.</td>
<td>c.  Produce legible documents with manuscript handwriting.</td>
<td>c.  Produce legible documents with manuscript handwriting.</td>
<td>c.  Produce legible documents with cursive handwriting.</td>
<td>c.  Produce legible documents with cursive handwriting.</td>
<td>c.  Produce legible documents with manuscript or cursive handwriting.</td>
<td>c.  Produce legible documents with manuscript or cursive handwriting.</td>
<td></td>
</tr>
</tbody>
</table>
Standard 8: Writing – Students write daily to communicate effectively for a variety of purposes and audiences.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Write in different forms and genres.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Produce personal writing (e.g., All About Me books, notes).</td>
<td>a. Produce personal writing (e.g., journals, lists, friendly notes and letters, personal experiences, family stories, literature responses).</td>
<td>a. Produce personal writing (e.g., journals, friendly notes and letters, personal experiences, family stories, literature responses).</td>
<td>a. Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses).</td>
<td>a. Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses).</td>
<td>a. Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses).</td>
<td>a. Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses).</td>
<td></td>
</tr>
<tr>
<td>c. Produce functional text (e.g., ABC books, labels, signs).</td>
<td>c. Produce functional text (e.g., ABC books, lists, labels, signs, how-to books, observations).</td>
<td>c. Produce informational text (e.g., ABC books, how-to books, observations).</td>
<td>c. Produce informational text (e.g., explanation of a complex process—math/journals, observations, content area reports, summaries).</td>
<td>c. Produce informational text (e.g., book reports, compare/contrast essays, observational reports, research reports, content area reports, biographies, summaries).</td>
<td>c. Produce informational text (e.g., book reports, cause/effect reports, compare/contrast essays, observational/research reports, content area reports, biographies, historical fiction, summaries).</td>
<td>c. Produce informational text (e.g., book reports, cause/effect reports, compare/contrast essays, observational/research reports, content area reports, biographies, historical fiction, summaries).</td>
<td></td>
</tr>
<tr>
<td>d. Produce writing to persuade (e.g., express opinions).</td>
<td>d. Produce writing to persuade (e.g., expressing opinions with supporting data).</td>
<td>d. Produce writing to persuade (e.g., response to newspaper and magazine articles).</td>
<td>d. Produce writing to persuade (e.g., essays, editorials, speeches, TV scripts, responses to various media).</td>
<td>d. Produce writing to persuade (e.g., essays, editorials, speeches, TV scripts, responses to various media).</td>
<td>d. Produce writing to persuade (e.g., essays, editorials, speeches, TV scripts, responses to various media).</td>
<td>d. Produce writing to persuade (e.g., essays, editorials, speeches, TV scripts, responses to various media).</td>
<td></td>
</tr>
<tr>
<td>e. Produce functional texts (e.g., lists, labels, signs).</td>
<td>e. Produce functional texts (e.g., newspaper and newsletter articles).</td>
<td>e. Produce functional texts (e.g., newspaper and newsletter articles, e-mails, simple PowerPoint presentations).</td>
<td>e. Produce functional texts (e.g., newspaper and newsletter articles, e-mails, simple PowerPoint presentations, memos, agendas, bulletins).</td>
<td>e. Produce functional texts (e.g., newspaper and newsletter articles, e-mails, simple PowerPoint presentations, memos, agendas, bulletins).</td>
<td>e. Produce functional texts (e.g., newspaper and newsletter articles, e-mails, simple PowerPoint presentations, memos, agendas, bulletins).</td>
<td>e. Produce functional texts (e.g., newspaper and newsletter articles, e-mails, simple PowerPoint presentations, memos, agendas, bulletins).</td>
<td></td>
</tr>
</tbody>
</table>
Standard 8: Writing – Students write daily to communicate effectively for a variety of purposes and audiences.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>Sixth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Write in different forms and genres. (Continued)</td>
<td>d. Share illustrations and writing with others.</td>
<td>d. Share writing with others using illustrations to add meaning to published works.</td>
<td>f. Share writing with others using illustrations, graphs, and/or charts to add meaning.</td>
<td>f. Share writing with others using relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.</td>
<td>f. Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.</td>
<td>f. Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.</td>
<td>f. Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.</td>
</tr>
<tr>
<td></td>
<td>e. Take part in producing group products.</td>
<td>e. Publish group and individual products.</td>
<td>g. Publish 4-6 individual products.</td>
<td>g. Publish 6-8 individual products.</td>
<td>g. Publish 6-8 individual products.</td>
<td>g. Publish 6-8 individual products.</td>
<td>g. Publish 6-8 individual products.</td>
</tr>
</tbody>
</table>
Glossary of Terms

affix: A non-word or morpheme that changes the meaning or function of a root word to which it is attached (e.g., a prefix [-ad] or suffix [-ly]).

alliteration: The repetition of the same consonant at the beginning of two or more words immediately succeeding each other or at short intervals (e.g., fields ever fresh, groves ever green).

alphabetic principle: The assumption that all speech sounds have a graphic representation.

analogies (making): The ability to relate something known to something new.

anecdotal records: The recording of observed behavioral incidents.

assessment: The process of gathering data in order to better understand student strengths and weaknesses. Formal Assessment: Standardized assessment. Informal Assessment: Teacher-made, published assessments, or observational data gathered but not interpreted through norms.

assonance: The similarity or repetition of vowel sounds in words or syllables.

attentive: Paying attention and demonstrating an understanding for what is being presented.

automaticity: The fluent reading of words in a text. The spontaneous formation of letters to make words.

ballad: A story written in four-line stanzas, often having the second and fourth lines rhyme.

base word/root: A word to which affixes may be added to create related words (e.g., happy and unhappy).

blend: Two or more letters blended together so the sound elements of each letter are heard (e.g., bl, black; str, string).

blending: The ability to sequentially combine two or more sounds to make a word.

book talk: The discussion of one or more books by a teacher, librarian, or student to encourage others to read these books, a discussion after a book is read, or a group discussion to enhance comprehension.

choral reading: The reading aloud in unison of the same selection by a group to develop fluency or make a presentation.
Glossary of Terms (Continued)

chunking (or chunks): The grouping of smaller units/letters into large, more meaningful word parts; knowledge of patterns in words or word parts.

cinquain: A poem five lines long with a certain number of syllables or words in each line. There are many ways to write a cinquain poem.

cliché: An expression used in writing (e.g., sadder but wiser). Some clichés are considered old and worn out, adding nothing to the writing (e.g., hard as a rock).

concepts about print: The way print works, including directionality, recognition of words and letters, the connection between spoken and written language, and the function of punctuation.

consonant blend: A combination of two consonant letters represented by a single sound where the sounds of both letters are voiced (e.g., br, bl, sp).

consonant digraph: A combination of two consonant letters representing a single speech sound (e.g., gn for /n/).

context: Words or phrases placed in meaningful units of text.

couplet: A two-line verse that usually rhymes and expresses one thought.

cueing systems: Any one of several sources of information that may help identify words initially not known.
 Semantic cue: Identifies an unknown word using meaning of content to determine whether the word makes sense. (Does it make sense?)
 Syntactic cue: Uses knowledge of rules and patterns of language to identify a word in context. (Does the word fit into the sentence structure?)
 Graphophonic cues: Using the elements of phonics to decode a word. (Does what I read match what I see in print?)

cvc: Indicates a spelling pattern of consonant, vowel, consonant.

decodable text: Text composed of words containing certain decodable elements for practice in decoding while reading (e.g., short a vowel words).

decoding: Strategies readers use to pronounce and understand the meaning of words (see cueing systems).

dialogue journal: Written conversations in which students and teachers exchange ideas in response to literature.

differentiation: The enhancing of learning for all students by engaging students in small group or individual learning activities, or modifications that better respond to particular learning needs, strengths, and preferences.
Glossary of Terms (Continued)

digraph: Two letters representing a sound different from the sounds of individual letters (e.g., ch, sh, th).
directionality: Directional orientation (e.g., reading from left to right).
echo reading: The reading of text where a student reads portions of text after the teacher (or another person or student) reads the same passage. Echo reading is often used to build fluency or expression.
e.g.: This term means “for example” (Be sure to bring your dog a treat, e.g., a bone or rubber toy).
encoding: Transferring oral language into written language.
environmental print: Print found in the environment (e.g., street signs, billboards, food labels, advertisements).
explicit: Teaching according to precise directions; not leaving the student to infer or guess meaning or concept.
figurative language: Language characterized by figures of speech, especially metaphors; not literal.
fix-up strategies: Strategies readers use to monitor their understanding of text (e.g., reread, read ahead, clarify, change predictions, make new predictions, raise questions, identify unknown words).
flexible grouping: Students work in mixed groups depending on the goal of learning, not ability. (Also known as skill-based grouping.)
fluency: The reading of text smoothly, not hindered with word-by-word reading and other word recognition problems that might hinder comprehension (see automaticity). Writing without thinking about how to form a letter before writing.
form/mode: A term used in writing to identify categories of writing (personal writing, descriptive writing, imaginative writing, informational writing, and writing to persuade are forms or modes of writing).
formula poetry: Poetry written to a formula (e.g., ballad, cinquain, couplet, haiku, limerick, lyric, quatrain).
free verse: Poetry that does not include patterned rhyme or rhythm.
genre: A term used to categorize literary works (e.g., fairy tales, mysteries, historical fiction).
grade level text: A text at a designated level of difficulty as determined by a readability formula or text leveling system.
Glossary of Terms (Continued)

gradients of meaning: Variable meaning of a term based on the context.

graphic organizer: Visual representation of facts and concepts from a text showing their relationship (e.g., Venn diagram, KWL chart).

Greek and Latin roots: Root words derived from Greek and Latin words. Knowing Greek and Latin roots helps with comprehension of many English words (e.g., the Latin root *script*, meaning to write, can be found in the English words inscription, scripture, manuscript, transcript).

guided reading: Small group instruction for students who are reading the same text. The group is homogeneous (reads at about the same level, demonstrates similar reading behaviors, and shares similar instructional needs). Groups change as the teacher assesses student growth and needs. The teacher selects the text and provides instruction.

haiku: A three-line poem about nature. The first line is five syllables, the second line is seven syllables, and the third line is five syllables.

high-frequency words/ sight words: A list of words most frequently encountered as students read; words students should recognize instantly as they read and that must be read with fluency.

homonyms/homophones: Words with different meanings, but the same oral or written form (e.g., bear—an animal, bear—to support, bare—to expose).

idioms: Expressions without literal meaning (e.g., It was raining cats and dogs.).

i.e.: This term means “that is to say.” (After working on her invention for two years, she treated herself to a hiatus, i.e., a break.).

independent reading: Voluntary or leisure reading for pleasure, not to develop skills; reading with no assistance.

informal reading inventory (IRI): Graded reading passages of increasing difficulty used to determine student’s strengths, weaknesses, and strategies in word identification and comprehension.

informational text: Text that is factual as opposed to story-based narrative text; nonfictional text meant to set forth an idea or explain using such techniques as listing of facts, chronological order, showing cause/effect, or comparison/contrast (e.g., science, social studies).

journal: A typed or written message, often recorded daily.

lead: An opening paragraph in writing. Good leads provide interesting background information, a telling quotation, an illustrative story, or a series of questions.
Glossary of Terms (Continued)

leveled text: Text arranged in sequence of difficulty, not necessarily related to grade levels.

levels of questioning: Types of questions asked to develop levels of understanding: Factual questions can be answered by pointing to information contained in text or by noting information expressed in presentations. Inferential questions are questions requiring the reader or listener to synthesize materials read or presented, drawing conclusions not explicitly stated. Evaluative questions ask the reader or listener to make judgments on what was read or presented based the reader’s or listener’s experience.

limerick: A funny verse in five lines. Lines one, two, and five rhyme. Lines three and four rhyme. Lines one, two, and five have three stressed syllables. Lines three and four have two stressed syllables.

literature circle/response group: Students read a piece of literature and meet together to discuss reactions, raise questions, or reread favorite parts.

lyric: A song-like poem that uses sensory details. A tune can be added to a lyric poem and it becomes a song.

mastered/maintained: This term indicates knowledge mastered/learned at the grade level preceding the term. Learning should be maintained.

media: Material/information that may be viewed, read, or listened to (e.g., newspapers, TV, videos, audiotapes, posters, announcements, books, signs).

Metacognition: Reflection on one’s own thinking and learning process; monitoring reading behavior and adjusting successfully to changing reading conditions.

miscue: A deviation in text during oral reading by the reader in an attempt to make sense of the passage; often provides a rich source of information for analyzing language and reading development.

mode/form: A term used in writing to identify categories of writing (personal writing, descriptive writing, imaginative writing, informational writing, writing to persuade are forms or modes of writing).

modeling: The act of a teacher or a student serving as an example of a desired behavior.

morpheme: A meaningful linguistic unit that cannot be divided into smaller meaningful elements. Man, for example, is an individual word and one morpheme. We can add other morphemes such as –ly to form manly, a new word that contains two morphemes.

narrative: A story of actual or fictional events expressed orally or in writing.
Glossary of Terms (Continued)

one-to-one correspondence: The relationship between the spoken word and the written symbol or the representation of each phoneme by one grapheme.

onset and rime: Units smaller than words, but making a word when combined. The onset is the part that precedes the vowel (e.g., bl in the word black). The rime is the part including the vowel and any consonants that follow (e.g., ack in the word black).

paired reading: Reading with a more fluent partner, or partner of similar ability, who provides a model of fluent reading.

phoneme: The smallest unit of speech.

phonemic awareness: The ability to hear, identify, and manipulate individual sounds and phonemes in spoken words; individual knowledge that every spoken word is made up of a series of phonemes that can be represented by letters of the alphabet. Phonemic awareness is a prime predictor of a student's ability to read and comprehend text.

phonics: Instructional practices emphasizing that spellings are related to speech sounds in systematic ways.
Analogy phonics: Children use parts of word families to identify words they don't know.
Analytic phonics: Children analyze letter-sound relationships in previously learned words to read new words in text.
Embedded phonics: Children use letter-sound relationships in previously learned words to read new words.
Onset-rime phonics: Children learn to identify the sound of the first letter and connect it with the remaining part of the word.
Synthetic phonics: Children convert letters into sounds and blend the sounds into words. This approach to phonics instruction shows the most positive and significant effect on at-risk readers.

phonograms/word families: A group of words sharing the same rhyme (rime); a group of words sharing a common phonic element (e.g., ite in bite, kite, despite).

phonological awareness: A broad term including phonemic awareness, as well as the ability to identify the number of words in a sentence, break a word into syllables, and recognize and produce rhymes (rimes).

phrase reading: Reading in meaningful units larger than a word, but smaller than a sentence.

publish: The act or process of preparing written material for presentation to an audience, usually informally to classmates, as part of the writing process. A published piece could be as simple as a three-page picture book with one word per page written by a kindergarten student or a single paragraph written by second grade student.
Glossary of Terms (Continued)

quatrain: A poem with a four-line stanza. At times, the first two lines rhyme and the last two lines rhyme. At other times, the first and third lines rhyme and the second and fourth lines rhyme.

r-controlled vowel: The modified sound of a vowel immediately preceding the letter “r” (e.g., car, her, girl, for).

reader’s theater: A performance of literature as a story, play, poem, etc., which is read aloud expressively by one or more persons rather than acted.

reading levels: Levels based on students’ abilities to read and comprehend text. Independent: Text that is easy for a student to read with few word-identification problems and high comprehension (95-100% word identification and 90-100% comprehension). Instructional: Text that is challenging, but not frustrating for a student to read successfully with normal classroom instruction and support (90-95% word identification and 75-90% comprehension). Frustrational: Text that is too challenging for students to read and comprehend (less that 90% word identification and less than 75% comprehension).

reciprocal teaching: A strategy where both teacher and student are involved in question-generating, clarifying, and discussion of a shared text.

return sweep: The horizontal-diagonal eye movement from the end of one line of print to the start of the next.

rime: A term used in reading instruction to refer to a vowel and any following consonants of a syllable (e.g., ook is the rime in book or brook); see definition of onset and rime.

root: The base part of a word that usually carries the meaning and cannot be further analyzed without loss of identity (e.g., unreadable—the root is read and the affixes are un and able).

schema building: A process of comprehension by integrating new information with a network of prior knowledge.

segmentation: Recognizing a word when the sounds are pronounced one at a time.

self-monitoring: Recognizing dissonance while reading text and applying appropriate strategies to effectively decode and comprehend.

shared reading: The teacher and the students share the reading process to provide modeling and practice.

sight words: A list of words most frequently encountered as students read; words students should recognize instantly as they read and
Glossary of Terms (Continued)

high-frequency words:  that must be read with fluency.

Six-Traits Writing:  The six characteristics in writing that make for effective writing (e.g., ideas, organization, voice, word choice, sentence fluency, and conventions).

- Ideas:  The heart of the message, the content of the piece, the main theme.
- Organization:  The structure of the writing piece, the logical and sometimes intriguing pattern of ideas.
- Voice:  The feelings and convictions of the individual writer reflected through the written word.
- Word choice:  The rich, colorful, precise language that moves and enlightens the readers.

Sentence fluency:  The rhythm and flow of language, the sound of word patterns; the way writing sounds to the ear, not just the way it looks to the eye.

Conventions:  The mechanical correctness of the piece (e.g., spelling, grammar and usage, paragraphing, capitals, punctuation).

Syntax:  The word order of language.  The word order/syntax assists in determining the meaning of a word.

Synthesis:  The combining of separate ideas to form a coherent encompassing idea.

Text:  Reading material, including both fiction and nonfiction.

Vowel digraph:  Two or more adjoining letters representing one sound (e.g., ew in new and ay in day).

Word analysis:  General term applied to the decoding of words.

Word family/phonograms:  A group of words sharing the same rhyme (rime); a group of words sharing a common phonetic element (e.g., ite in bite, kite, despite).

Word sort:  An activity where words or pictures representing words are sorted according to a common spelling pattern or shared meaning.

Word wall:  A wall or other surface in the classroom where words are placed to help students identify patterns (e.g., high-frequency/sight words, phonograms/word families).  Word walls generally contain words students often need in their reading and writing.  Word walls are often confused with other word displays that help with spelling, retention, or learning new content vocabulary.

Writing process:  A writing instructional model that views writing as an ongoing process in which students follow a given set of procedures for pre-writing, drafting, revising, editing, and publishing.
SECTION 2
Kindergarten Language Arts

Standard 1 (Oral Language): Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

Objective 1: Develop language through listening and speaking.
   a. Listen attentively.
   b. Listen and demonstrate understanding by responding appropriately (e.g., follow two-step directions).
   c. Speak clearly and audibly with expression in communicating ideas.
   d. Speak in complete sentences.

Objective 2: Develop language through viewing media and presenting.
   a. View a variety of media presentations attentively.
   b. Use a variety of formats (e.g., show and tell, drama, sharing of books) in presenting with various forms of media.

Standard 2 (Concepts of Print): Students develop an understanding of how printed language works.

Objective 1: Demonstrate an understanding that print carries “the” message.
   a. Recognize that print carries different messages.
   b. Identify messages in common environmental print (e.g., signs, boxes, wrappers).

Objective 2: Demonstrate knowledge of elements of print within a text.
   a. Identify front/back, top/bottom, left/right of text/book.
   b. Discriminate between upper- and lower-case letters, numbers, and words in text.
   c. Show the sequence of print by pointing left to right with return sweep.
   d. Identify where text begins and ends on a page.
   e. Identify punctuation in text (i.e., periods, question marks, exclamation points).

Standard 3 (Phonological and Phonemic Awareness): Students develop phonological and phonemic awareness.

Objective 1: Demonstrate phonological awareness.
   a. Count the number of words in a sentence.
   b. Identify and create a series of rhyming words orally (e.g., cat, bat, sat, ____).
   c. Recognize words beginning with the same initial sound in an alliterative phrase or sentence (e.g., Six snakes sold snacks and sodas.).

Objective 2: Recognize like and unlike word parts (oddity tasks).
   a. Identify the word that does not rhyme in a series of words (e.g., bat, cat, sat, pig).
   b. Identify the words with same beginning consonant sound in a series of words (e.g., man, sat, sick) and ending consonant sound (e.g., man, sat, then).
Objective 3: Orally blend word parts (blending).
   a. Blend syllables to make words (e.g., /ta/.../ble/, table).
   b. Blend onset and rimes to make words (e.g., /p/.../an/, pan).
   c. Blend individual phonemes to make words (e.g., /s/.../a/.../t/, sat).

Objective 4: Orally segment words into word parts (segmenting).
   a. Segment words into syllables (e.g., table, /ta/.../ble/).
   b. Segment words into onset and rime (e.g., pan, /p/.../an).
   c. Segment words into individual phonemes (e.g., sat, /s/.../a/.../t/).

Objective 5: Orally manipulate phonemes in words and syllables (manipulation).
   a. Substitute initial sound (e.g., replace the first sound in mat to /s/, say sat).
   b. Substitute initial sound to create new words (e.g., replace the first sound in mat with letters of the alphabet).

**Standard 4 (Phonics and Spelling): Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.**

Objective 1: Demonstrate an understanding of the relationship between letters and sounds.
   a. Name all upper- and lower-case letters of the alphabet in random order.
   b. Match consonant and short vowel sounds to the correct letter.
   c. Blend simple cvc sounds into one-syllable words.

Objective 2: Use knowledge of structural analysis to decode words. See first and second grades.

Objective 3: Spell words correctly.
   a. Hear and write letters to represent single sounds in words.
   b. Spell a small number of grade level words (e.g., you, the, to, is).
   c. Spell first name correctly.

Objective 4: Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).
   a. Use knowledge about spelling to predict the spelling of new words.
   b. Associate the spelling of new words with that of known words.

**Standard 5 (Fluency): Students develop reading fluency to read aloud grade level text effortlessly without hesitation.**

Objective 1: Read aloud grade level text with appropriate speed and accuracy.
   a. Read alphabet letters in random order with automaticity.
   b. Read numerals from zero to ten in random order with automaticity.

Objective 2: Read aloud grade level text effortlessly with clarity.
   a. Use appropriate intonation and expression during unison oral reading with the teacher.
   b. Read with automaticity approximately 25 high-frequency/sight words.
**Standard 6 (Vocabulary): Students learn and use grade level vocabulary to increase understanding and read fluently.**

Objective 1: Learn new words through listening and reading widely.
   a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.
   b. Learn the meaning of a variety of grade level words (e.g., words from literature, social studies, science, math).
   c. Use resources to learn new words by relating them to known words (e.g., books, charts, word walls).

Objective 2: Use multiple resources to learn new words by relating them to known words and/or concepts. See second, third, fourth, fifth, and sixth grades.

Objective 3: Use structural analysis and context clues to determine meanings of words.
   a. Identify meanings of words by looking at the root word and using known endings (e.g., car, cars; jump, jumped, jumping).
   b. Monitor reading using context to explain the meanings of unknown key words from text read aloud.

**Standard 7 (Comprehension): Students understand, interpret, and analyze narrative and informational grade level text.**

Objective 1: Identify purposes of text.
   a. Discuss purpose for reading.
   b. Discuss author’s purpose.

Objective 2: Apply strategies to comprehend text.
   a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).
   b. Ask questions about text.
   c. Make predictions using picture clues, title, and prior knowledge.
   d. Make inferences and draw conclusions from text.
   e. Retell identifying key ideas.
   f. Compile information from text.

Objective 3: Recognize and use features of narrative and informational text.
   a. Identify beginning, middle, and ending of text.
   b. View a variety of simple genres: nursery rhymes, fairy tales, poems, realistic fiction, fantasy.
   c. Identify information from pictures.
   d. Recognize information as real/make believe.
   e. View a variety of informational texts (e.g., pictures books).
Standard 8 (Writing): Students write daily to communicate effectively for a variety of purposes and audiences.

Objective 1: Prepare to write by gathering and organizing information and ideas (pre-writing).
   a. Generate ideas for writing by listening, talking, drawing, looking at literature and informational text, being read to, and reflecting on personal experiences.
   b. Select topics from generated ideas.

Objective 2: Compose a written draft.
   a. Draft ideas on paper, utilizing pictures with labels/words.
   b. Select appropriate words to convey meaning.

Objective 3: Revise by elaborating and clarifying a written draft. See first, second, third, fourth, fifth, and sixth grades.

Objective 4: Edit written draft for conventions.
   a. Edit writing of first name for appropriate capital and lower-case letters.
   b. Edit writing for the spelling of a key word.

Objective 5: Use fluent and legible handwriting to communicate.
   a. Print all upper- and lower-case letters of the alphabet and numerals 0-9 using proper form, proportions, and spacing.
   b. Write with increasing fluency in forming manuscript letters and numerals.
   c. Write name legibly using correct manuscript form.

Objective 6: Write in different forms and genres.
   a. Produce personal writing (e.g., All About Me books, notes).
   b. Produce traditional and imaginative stories, narrative and formula poetry as a shared writing activity.
   c. Produce functional text (e.g., ABC books, labels, signs).
   d. Share illustrations and writing with others.
   e. Take part in producing group products.
First Grade Language Arts

Standard 1 (Oral Language): Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

Objective 1: Develop language through listening and speaking.
   a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).
   b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question).
   c. Speak clearly and audibly with expression in communicating ideas.
   d. Speak in complete sentences.

Objective 2: Develop language through viewing media and presenting.
   a. Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/nonfiction).
   b. Use a variety of formats (e.g., show and tell, drama, sharing of books and personal writings, choral readings, informational reports, retelling experiences and stories in sequence) in presenting with various forms of media.

Standard 2 (Concepts of Print): Students develop an understanding of how printed language works.

Objective 1: Demonstrate an understanding that print carries “the” message.
   a. Recognize that print carries different messages.
   b. Identify messages in common environmental print (e.g., signs, boxes, wrappers).

Objective 2: Demonstrate knowledge of elements of print within a text.
   a. Discriminate between letters, words, and sentences in text.
   b. Match oral words to printed words while reading.
   c. Identify punctuation in text (i.e., periods, question marks, and exclamation points).

Standard 3 (Phonological and Phonemic Awareness): Students develop phonological and phonemic awareness.

Objective 1: Demonstrate phonological awareness.
   a. Count the number of syllables in words.
   b. Count the number of syllables in a first name.

Objective 2: Recognize like and unlike word parts (oddity tasks).
   a. Identify words with same beginning consonant sounds (e.g., man, sat, sick) and ending consonant sounds (e.g., man, sat, ten) in a series of words.
   b. Identify words with same medial sounds in a series of words (e.g., long vowel sound: take, late, feet; short vowel sound: top, cat, pan; middle consonant sound: kitten, missing, lesson).
Objective 3: Orally blend word parts (blending).
   a. Blend syllables to make words (e.g., /ta/…/ble/, table).
   b. Blend onset and rime to make words (e.g., /p/…/an/, pan).
   c. Blend individual phonemes to make words (e.g., /s/ /a/ /t/, sat).

Objective 4: Orally segment words into word parts (segmenting).
   a. Segment words into syllables (e.g., /ta/…/ble/).
   b. Segment words into onset and rime (e.g., /p/…/an/).
   c. Segment words into individual phonemes (e.g., /s/ /a/ /t/).

Objective 5: Orally manipulate phonemes in words and syllables (manipulation).
   a. Substitute initial and final sound (e.g., replace first sound in mat to /s/, say sat; replace last sound in mat with /p/, say map).
   b. Substitute vowel in words (e.g., replace middle sound in map to /o/, say mop).
   c. Delete syllable in words (e.g., say baker without the /ba/, say ker).
   d. Deletes initial and final sounds in words (e.g., say sun without the /s/, say un; say hit without the /t/, say hi).
   e. Delete initial phoneme and final phoneme in blends (e.g., say step without the /s/, say tep; say best without the /t/, say bes).

Standard 4 (Phonics and Spelling): Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.

Objective 1: Demonstrate an understanding of the relationship between letters and sounds.
   a. Write letters to represent spoken sounds of all letters of the alphabet in random order.
   b. Identify and pronounce sounds for consonants, consonant blends (e.g., br, st, fl) and consonant digraphs (e.g., ch, sh, wh, th) accurately in words.
   c. Identify and pronounce sounds for short and long vowels, using patterns (e.g., vc, vcv, cvc, cvvc, cvcv, cvc-silent e), and vowel digraphs (e.g., ea, ee, ie, oa, ai, ay, oo, ow) accurately in words.
   d. Identify and pronounce sounds for r–controlled vowels accurately in one-syllable words (e.g., ar, or, er).
   e. Identify and blend initial letter sounds with common vowel patterns to pronounce one-syllable words (e.g., /g/…/oa/…/t/, goat).

Objective 2: Use knowledge of structural analysis to decode words.
   a. Identify and read grade level contractions and compound words.
   b. Identify sound patterns and apply knowledge to decode one-syllable words (e.g., blends, digraphs, vowel patterns, r-controlled vowels).
   c. Demonstrate an understanding of representing same sound with different patterns by decoding these patterns accurately in one-syllable words (e.g., ee, ie, ea, e).
   d. Use knowledge of root words and suffixes to decode words (i.e., -ful, -ly, -er).
   e. Use letter patterns to decode words (e.g., phonograms/word families/onset and rime: -ack, -ail, -ake).
Objective 3: Spell words correctly.
   a. Write sounds heard in words in the correct order.
   b. Hear and write beginning, middle, and ending consonant sounds to spell one-syllable words.
   c. Spell short vowel words with consonant blends and digraphs (e.g., bl, st, nt, sh, wh, th).
   d. Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., bear, gone, could).
   e. Learn the spellings of irregular and difficult words (e.g., river, house, animal).

Objective 4: Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).
   a. Use knowledge about spelling to predict the spelling of new words.
   b. Associate the spelling of new words with that of known words and word patterns.
   c. Use spelling generalities to assist spelling of new words (e.g., one vowel between two consonants, silent “e” on the end of a word, two vowels together).

Standard 5 (Fluency): Students develop reading fluency to read aloud grade level text effortlessly without hesitation.

Objective 1: Read aloud grade level text with appropriate speed and accuracy.
   a. Read grade level text at a rate of approximately 60 wpm.
   b. Read grade level text with an accuracy rate of 95-100%.

Objective 2: Read aloud grade level text effortlessly with clarity.
   a. Read grade level text in three- to four-word phrases using intonation, expression, and punctuation cues.
   b. Read with automaticity 100 first grade high-frequency/sight words.

Standard 6 (Vocabulary): Students learn and use grade level vocabulary to increase understanding and read fluently.

Objective 1: Learn new words through listening and reading widely.
   a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.
   b. Learn the meanings of a variety of grade level words (e.g., words from literature, social studies, science, math).
   c. Use resources to learn new words by relating them to known words (e.g., books, charts, word walls, simple dictionaries).

Objective 2: Use multiple resources to learn new words by relating them to known words and/or concepts. See second, third, fourth, fifth, and sixth grades.

Objective 3: Use structural analysis and context clues to determine meanings of words.
   a. Identify meanings of words using the root word and known endings (e.g., car, cars; jump, jumped, jumping).
   b. Use context to determine meanings of unknown key words (e.g., The gigantic dog couldn’t fit in his new doghouse.).
Standard 7 (Comprehension): Students understand, interpret, and analyze narrative and informational grade level text.

Objective 1: Identify purposes of text.
   a. Discuss purpose for reading.
   b. Discuss author’s purpose.

Objective 2: Apply strategies to comprehend text.
   a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).
   b. Ask questions about text read aloud and independently.
   c. Make predictions using picture clues, title, text, and/or prior knowledge.
   d. Make inferences and draw conclusions from text.
   e. Identify topic/main idea from text noting details.
   f. Retell using important ideas/events and supporting details in sequence.
   g. Compile information from text.

Objective 3: Recognize and use features of narrative and informational text.
   a. Identify beginning, middle, and end; characters; setting; problem/resolution.
   b. Identify different genres: nursery rhymes, fairy tales, poems, realistic fiction, fantasy, fables.
   c. Identify information from pictures, captions, and diagrams.
   d. Identify multiple facts in grade level informational text.
   e. Locate facts from informational texts (e.g., picture books, grade level informational books).

Standard 8 (Writing): Students write daily to communicate effectively for a variety of purposes and audiences.

Objective 1: Prepare to write by gathering and organizing information and ideas (pre-writing).
   a. Generate ideas for writing by reading, discussing literature and informational text, drawing, looking at books, being read to, and reflecting on personal experiences.
   b. Select topics from generated ideas.
   c. Identify audience for writing.

Objective 2: Compose a written draft.
   a. Draft ideas on paper in an organized manner (e.g., beginning, middle, end) utilizing words and sentences.
   b. Select appropriate words to convey meaning.

Objective 3: Revise by elaborating and clarifying a written draft.
   a. Revise draft to add details.
   b. Revise draft using descriptive words.
   c. Write in complete sentences.
Objective 4: Edit written draft for conventions.
   a. Edit writing for capitals in names, first word of a sentence, and the pronoun “I” and correct ending punctuation (i.e., periods, question marks).
   b. Edit for spelling of grade level-appropriate words (e.g., would, down, made, write).
   c. Edit for standard grammar (i.e., complete sentences).
   d. Edit for appropriate formatting features (i.e., spacing, margins, titles).

Objective 5: Use fluent and legible handwriting to communicate.
   a. Print all upper- and lower-case letters of the alphabet and numerals 0-9 using proper form, proportions, and spacing.
   b. Write with increasing fluency in forming manuscript letters and numerals.
   c. Produce legible documents with manuscript handwriting.

Objective 6: Write in different forms and genres.
   a. Produce personal writing (e.g., journals, lists, friendly notes and letters, personal experiences, family stories, literature responses).
   b. Produce traditional and imaginative stories, narrative and formula poetry as a shared writing activity.
   c. Produce functional text (e.g., ABC books, lists, labels, signs, how-to books, observations).
   d. Share writing with others using illustrations to add meaning to published works.
   e. Publish group and individual products.
Second Grade Language Arts

Standard 1 (Oral Language): Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

Objective 1: Develop language through listening and speaking.
   a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).
   b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize).
   c. Speak clearly and audibly with expression in communicating ideas.
   d. Speak in complete sentences with appropriate subject-verb agreement.

Objective 2: Develop language through viewing media and presenting.
   a. Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/nonfiction).
   b. Use a variety of formats (e.g., drama, sharing of books and personal writings, choral readings, informational reports, retelling experiences, and stories in sequence) in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers).

Standard 2 (Concepts of Print): Students develop an understanding of how printed language works (see kindergarten and first grade).

Standard 3 (Phonological and Phonemic Awareness): Students develop phonological and phonemic awareness (see kindergarten and first grade).

Standard 4 (Phonics and Spelling): Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.

Objective 1: Demonstrate an understanding of the relationship between letters and sounds.
   a. Identify and pronounce all vowel diphthongs (e.g., oi, oy, aw, au) and consonant digraphs (e.g., ch, sh, th, wh) accurately in words.
   b. Identify and pronounce sounds for short and long vowels, using patterns (e.g., cvc, cvvc, cvcv, cvc-silent e), and vowel digraphs (e.g., ea, ee, ie, oa, ai, ay, oo, ow) accurately in two-syllable words.
   c. Identify and pronounce r-controlled vowel patterns in words (e.g., ar, or, er).
   d. Identify and blend letter sounds to pronounce words.

Objective 2: Use knowledge of structural analysis to decode words.
   a. Identify and read grade level contractions and compound words.
   b. Identify sound patterns and apply knowledge to decode words (e.g., blends, digraphs, vowel patterns, r-controlled vowels).
   c. Demonstrate an understanding of representing the same sound with different patterns by decoding these patterns accurately in isolation and in text (e.g., ee, ea, ei, e).
   d. Use knowledge of root words and prefixes (e.g., re, un, mis) and suffixes (e.g., s, es, ed, ing, est, ly) to decode words.
   e. Use letter and syllable patterns to pronounce multisyllabic words.
Objective 3: Spell words correctly.
   a. Use knowledge of word families, patterns, and common letter combinations to spell new words.
   b. Spell words with short and long vowel sounds, r-controlled words, words with consonant blends, consonant and vowel digraphs.
   c. Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., believe, answer).
   d. Learn the spellings of irregular and difficult words (e.g., because, animals, before, answer, weight).

Objective 4: Use spelling strategies to achieve accuracy (e.g., prediction, visualization, and association).
   a. Use knowledge about spelling to predict the spelling of new words.
   b. Visualize words while writing.
   c. Associate the spelling of new words with that of known words and word patterns.
   d. Use spelling generalities to assist spelling of new words (e.g., one vowel between two consonants, silent “e” on the end of a word, two vowels together).

Standard 5 (Fluency): Students develop reading fluency to read aloud grade level text effortlessly without hesitation.

Objective 1: Read aloud grade level text with appropriate speed and accuracy.
   a. Read grade level text at a rate of approximately 80 wpm.
   b. Read grade level text with an accuracy rate of 95-100%.

Objective 2: Read aloud grade level text effortlessly with clarity.
   a. Read grade level text in three- to four-word phrases using intonation, expression, and punctuation cues.
   b. Read with automaticity 200 second grade high-frequency/sight words.

Standard 6 (Vocabulary): Students learn and use grade level vocabulary to increase understanding and read fluently.

Objective 1: Learn new words through listening and reading widely.
   a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.
   b. Learn the meaning of a variety of grade level words (e.g., words from literature, social studies, science, math).

Objective 2: Use multiple resources to learn new words by relating them to known words and/or concepts.
   a. Use multiple resources to determine the meanings of unknown words (e.g., simple dictionaries, glossaries).
   b. Relate unfamiliar words and concepts to prior knowledge to increase vocabulary (e.g., liquid: milk, water, punch).
Objective 3: Use structural analysis and context clues to determine meanings of words.
   a. Identify meanings of words using prefixes and suffixes (e.g., do/undo, write/rewrite, happy/happiness, help/helper/helpful).
   a. Use context to determine meanings of unknown key words (e.g., The store clerk glared at the children as they looked at the toys.).
   c. Use context to determine meanings of synonyms, antonyms, homonyms (e.g., sun/son) and multiple-meaning words (e.g., ring).

Standard 7 (Comprehension): Students understand, interpret, and analyze narrative and informational grade level text.

Objective 1: Identify purposes of text.
   a. Identify purpose for reading.
   b. Identify author’s purpose.

Objective 2: Apply strategies to comprehend text.
   a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).
   b. Ask questions about text read aloud and independently.
   c. Form mental pictures to aid understanding of text.
   d. Make and confirm predictions while reading using title, picture clues, text, and/or prior knowledge.
   e. Make inferences and draw conclusions from text.
   f. Identify topic/main idea from text; note details.
   g. Summarize important ideas/events; summarize supporting details in sequence.
   h. Monitor and clarify understanding applying fix-up strategies while interacting with text.
   i. Compile information from text.

Objective 3: Recognize and use features of narrative and informational text.
   a. Identify characters, setting, sequence of events, problem/resolution.
   b. Identify different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales.
   c. Identify information from pictures, captions, diagrams, charts, graphs, and table of contents.
   d. Identify different structures in texts (e.g., compare/contrast, cause/effect).
   e. Locate facts from a variety of informational texts (e.g. newspapers, magazines, books, other resources).

Standard 8 (Writing): Students write daily to communicate effectively for a variety of purposes and audiences.

Objective 1: Prepare to write by gathering and organizing information and ideas (pre-writing).
   a. Generate ideas for writing by reading, discussing literature and informational text, and reflecting on personal experiences.
   b. Select topics from generated ideas.
   c. Identify audience, purpose, and form for writing.
   d. Use simple graphic organizers to organize information.
Objective 2: Compose a written draft.
   a. Draft ideas on paper in an organized manner utilizing words and sentences (e.g.,
      beginning, middle, end; main idea; details).
   b. Use voice in writing (e.g., express feelings, opinions).
   c. Select appropriate words to convey meaning.

Objective 3: Revise by elaborating and clarifying a written draft.
   a. Revise draft to add details, strengthen word choice, and reorder content.
   b. Enhance fluency by using complete sentences.
   c. Revise writing, considering the suggestions of others.

Objective 4: Edit written draft for conventions.
   a. Edit writing for capitals in names, first word of a sentence, and the pronoun “I”, correct
      punctuation of sentence endings, greetings and closings of letters, dates, and contractions.
   b. Edit for spelling of grade level-appropriate words.
   c. Edit for standard grammar (e.g., subject-verb agreement).
   d. Edit for appropriate formatting features (e.g., margins, indentations, titles).

Objective 5: Use fluent and legible handwriting to communicate.
   a. Write demonstrating mastery of all upper- and lower-case manuscript letters and numerals
      using proper form, proportions, and spacing.
   b. Increase fluency in forming manuscript letters and numerals.
   c. Produce legible documents with manuscript handwriting.

Objective 6: Write in different modes and genres.
   a. Produce personal writing (e.g., journals, friendly notes and letters, personal experiences,
      family stories, literature responses).
   b. Produce traditional and imaginative stories, narrative and formula poetry as an
      individual/shared writing activity.
   c. Produce informational text (e.g., ABC books, how-to books, observations).
   d. Produce writing to persuade (e.g., express opinions).
   e. Produce functional texts (e.g., lists, labels, signs).
   f. Share writing with others using illustrations, graphs, and/or charts to add meaning.
   g. Publish 4-6 individual products.
Third Grade Language Arts

**Standard 1 (Oral Language):** Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

Objective 1: Develop language through listening and speaking.
   a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).
   b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize).
   c. Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).
   d. Speak in complete sentences with appropriate subject-verb agreement.

Objective 2: Develop language through viewing media and presenting.
   a. Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/nonfiction, distinguish between fact/opinion, form an opinion).
   b. Use a variety of formats (e.g., drama, sharing of books, personal writings, choral readings, informational reports) in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers).

**Standard 2 (Concepts of Print):** Students develop an understanding of how printed language works. (See kindergarten and first grade.)

**Standard 3 (Phonological and Phonemic Awareness):** Students develop phonological and phonemic awareness. (See kindergarten and first grade.)

**Standard 4 (Phonics and Spelling):** Students apply understanding of phonics and other strategies to decode and spell unfamiliar words while reading and writing.

Objective 1: Demonstrate an understanding of the relationship between letters and sounds. (See kindergarten, first, and second grade.)

Objective 2: Use knowledge of structure analysis to decode words. (See kindergarten, first, and second grade.)

Objective 3: Spell words correctly.
   a. Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.
   b. Spell correctly grade level compound words, words with plural endings, and common phonograms.
   c. Spell an increasing number of high-frequency and irregular words correctly (e.g., friend, square, special).
   d. Learn the spellings of irregular and difficult words (e.g., electric, planet, trapper, rectangle).
Objective 4: Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).
   a. Use knowledge about spelling to predict the spelling of new words.
   b. Visualize words while writing.
   c. Associate the spelling of new words with that of known words and word patterns.
   d. Use spelling generalities to assist spelling of new words (e.g., doubling of consonants, “le” endings, adding suffixes).

Standard 5 (Fluency): Students develop reading fluency to read aloud grade level text effortlessly without hesitation.

Objective 1: Read aloud grade level text with appropriate speed and accuracy.
   a. Read grade level text at a rate of approximately 100 wpm.
   b. Read aloud grade level text with an accuracy rate of 95-100%.

Objective 2: Read aloud grade level text effortlessly with clarity.
   a. Read grade level text in meaningful phrases using intonation, expression, and punctuation cues.
   b. Read with automaticity 300 third grade high-frequency/sight words.

Standard 6 (Vocabulary): Students learn and use grade level vocabulary to increase understanding and read fluently.

Objective 1: Learn new words through listening and reading widely.
   a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.
   b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).

Objective 2: Use multiple resources to learn new words by relating them to known words and/or concepts.
   a. Use multiple resources to determine the meanings of unknown words (e.g., simple dictionaries, glossaries, beginning thesauruses).
   b. Relate unfamiliar words and concept to prior knowledge to increase vocabulary (e.g., rotation: planets, spinner, taking turns).

Objective 3: Use structural analysis and context clues to determine meanings of words.
   a. Identify meanings of words using prefixes and suffixes.
   b. Use context to determine the meaning of unknown key words (e.g., The ferocious dog growled at the children.).
   c. Use context to determine the meanings of synonyms, antonyms, homonyms (e.g., blue, blew) and multiple-meaning words (e.g., light).
Standard 7 (Comprehension): Students understand, interpret, and analyze narrative and informational grade level text.

Objective 1: Identify purposes of text.
   a. Identify purpose for reading.
   b. Identify author’s purpose.

Objective 2: Apply strategies to comprehend text.
   a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).
   b. Generate questions about text (e.g., factual, inferential, evaluative).
   c. Form mental pictures to aid understanding of text.
   d. Make and confirm predictions while reading using title, picture clues, text and/or prior knowledge.
   e. Make inferences and draw conclusions from text.
   f. Identify topic/main idea from text; note details.
   g. Summarize important ideas/events; summarize supporting details in sequence.
   h. Monitor and clarify understanding applying fix-up strategies while interacting with text.
   i. Compile information from text.

Objective 3: Recognize and use features of narrative and informational text.
   a. Identify characters, setting, sequence of events, problem/resolution.
   b. Identify different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction.
   c. Identify information from pictures, captions, diagrams, charts, graphs, table of contents, index, and glossary.
   d. Identify different structures in text (e.g., problem/solution, compare/contrast).
   e. Locate facts from a variety of informational texts (e.g. newspapers, magazines, books, other resources).

Standard 8 (Writing): Students write daily to communicate effectively for a variety of purposes and audiences.

Objective 1: Prepare to write by gathering and organizing information and ideas (pre-writing).
   a. Generate ideas for writing by reading, discussing literature and informational text, and reflecting on personal experiences.
   b. Select and narrow a topic from generated ideas.
   c. Identify audience, purpose, and form for writing.
   d. Use a variety of graphic organizers to organize information.

Objective 2: Compose a written draft.
   a. Draft ideas on paper in an organized manner utilizing words and sentences (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).
   b. Use voice to fit the purpose and audience.
   c. Use strong verbs and vivid language.
   d. Identify and use effective leads and strong endings.
Objective 3: Revise by elaborating and clarifying written draft.
   a. Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.
   b. Enhance fluency by using a variety of complete sentences (i.e., varied sentence length, simple and complex sentences).
   c. Revise writing, considering the suggestions of others.

Objective 4: Edit written draft for conventions.
   a. Edit writing for correct capitalization and punctuation (i.e., capitals in holidays, titles, dates, greetings and closings of letters, personal titles, contractions, abbreviations).
   b. Edit for spelling of grade level-appropriate words.
   c. Edit for standard grammar (e.g., subject-verb agreement, verb tense, comparatives, superlatives, pronouns).
   d. Edit for appropriate formatting features (e.g., margins, indentations, titles).

Objective 5: Use fluent and legible handwriting to communicate.
   a. Write using upper- and lower-case cursive letters using proper from, proportions, and spacing.
   b. Develop fluency with cursive handwriting.
   c. Produce legible documents with cursive handwriting.

Objective 6: Write in different forms and genres.
   a. Produce personal writing (e.g., journals, friendly notes and letters, personal experiences, family stories, literature responses).
   b. Produce traditional and imaginative stories, narrative and formula poetry.
   c. Produce informational text (e.g., explanation of a complex process—math/journals, observations, content area reports, summaries).
   d. Produce writing to persuade (e.g., expressing opinions with supporting data).
   e. Produce functional text (e.g., newspaper and newsletter articles).
   f. Share writing with others using illustrations, graphs, and/or charts to add meaning.
   g. Publish 4-6 individual products.
Fourth Grade Language Arts

Standard 1 (Oral Language): Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

Objective 1: Develop language through listening and speaking.
   a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).
   b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize, elaborate formulating an opinion with supporting evidence).
   c. Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).
   d. Speak using simple and compound sentences with appropriate subject-verb agreement and verb tense.

Objective 2: Develop language through viewing media and presenting.
   a. Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/nonfiction, distinguish between fact/opinion, form an opinion, determine presentation’s accuracy).
   b. Use a variety of formats in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).

Standard 2 (Concepts of Print): Students develop an understanding of how printed language works. (See kindergarten and first grade.)

Standard 3 (Phonological and Phonemic Awareness): Students develop phonological and phonemic awareness. (See kindergarten and first grade.)

Standard 4 (Phonics and Spelling): Students apply understanding of phonics and other strategies to decode and spell unfamiliar words while reading and writing.

Objective 1: Demonstrate an understanding of the relationship between letters and sounds. (See kindergarten, first, and second grade.)

Objective 2: Use knowledge of structure analysis to decode words. (See kindergarten, first, and second grade.)

Objective 3: Spell words correctly.
   a. Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.
   b. Spell words with roots, inflectional endings, prefixes, and suffixes (e.g., faster, disapprove, celebration).
   c. Spell an increasing number of high-frequency and irregular words correctly (e.g., explain, course, several).
   d. Learn the spellings of irregular and difficult words (e.g., triangle, volcanoes, minerals, county).
Objective 4: Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).
   a. Use knowledge about spelling to predict the spelling of new words.
   b. Visualize words while writing.
   c. Associate spelling of new words from known words and word patterns.
   d. Use spelling generalities to assist spelling of new words.

Standard 5 (Fluency): Students develop reading fluency to read aloud grade level text effortlessly without hesitation.

Objective 1: Read aloud grade level text with appropriate speed and accuracy.
   a. Read grade level text at a rate of approximately 120-150 wpm.
   b. Read grade level text with an accuracy rate of 95-100%.

Objective 2: Read aloud grade level text effortlessly with clarity.
   a. Read grade level text in meaningful phrases using intonation, expression, and punctuation cues.
   b. Read grade level words with automaticity.

Standard 6 (Vocabulary): Students learn and use grade level vocabulary to increase understanding and read fluently.

Objective 1: Learn new words through listening and reading widely.
   a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.
   b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).

Objective 2: Use multiple resources to learn new words by relating them to known words and/or concepts.
   a. Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, beginning thesauruses).
   b. Relate unfamiliar words and concepts to prior knowledge to increase vocabulary (e.g., settlers: Indians, pioneers, farmers).

Objective 3: Use structural analysis and context clues to determine meanings of words.
   a. Identify meanings of words using roots and affixes (e.g., disrespectfully).
   b. Use words, sentences, and paragraphs as context clues to determine meanings of unknown key words, similes and idioms.
   c. Use context to determine meanings of synonyms, antonyms, homonyms (e.g., there/their/they’re) and multiple-meaning words (e.g., rock).
Standard 7 (Comprehension): Students understand, interpret, and analyze narrative and informational grade level text.

Objective 1: Identify purposes of text.
   a. Identify purpose for reading.
   b. Identify author’s purpose.

Objective 2: Apply strategies to comprehend text.
   a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).
   b. Generate questions about text (e.g., factual, inferential, evaluative).
   c. Form mental pictures to aid understanding of text.
   d. Make and confirm or revise predictions while reading using title, picture clues, text, and/or prior knowledge.
   e. Make inferences and draw conclusions from text.
   f. Identify theme/topic/main idea from text; note details.
   g. Summarize important ideas/events; summarize supporting details in sequence.
   h. Monitor and clarify understanding applying fix-up strategies while interacting with text.
   i. Compile, organize, and interpret information from text.

Objective 3: Recognize and use features of narrative and informational text.
   a. Identify characters, setting, sequence of events, problem/resolution.
   b. Identify different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction.
   c. Identify information from text, headings, subheadings, diagrams, charts, captions, graphs, table of contents, index, and glossary.
   d. Identify different structures in text (e.g., description, problem/solution, compare/contrast, cause/effect).
   e. Locate facts from a variety of informational texts (e.g., newspapers, magazines, textbooks, biographies, other resources).

Standard 8 (Writing): Students write daily to communicate effectively for a variety of purposes and audiences.

Objective 1: Prepare to write by gathering and organizing information and ideas (pre-writing).
   a. Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences.
   b. Select and narrow a topic from generated ideas.
   c. Identify audience, purpose, form for writing.
   d. Use a variety of graphic organizers to organize information.
Objective 2: Compose a written draft.
   a. Draft ideas on paper in an organized manner utilizing words, sentences, and multiple paragraphs (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).
   b. Use voice to fit the purpose and audience.
   c. Use strong verbs and precise and vivid language to convey meaning.
   d. Identify and use effective leads and strong endings.

Objective 3: Revise by elaborating and clarifying a written draft.
   a. Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.
   b. Enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences (i.e., sentence length, simple and complex sentences).
   c. Revise writing, considering the suggestions of others.

Objective 4: Edit written draft for conventions.
   a. Edit writing for correct capitalization and punctuation (i.e., words in a series, dialogue, complex sentences, singular possessives, abbreviations).
   b. Edit for spelling of grade level-appropriate words.
   c. Edit for standard grammar (e.g., subject-verb agreement, verb tense, comparatives, superlatives, pronouns).
   d. Edit for appropriate formatting features (e.g., margins, indentations, titles).

Objective 5: Use fluent and legible handwriting to communicate.
   a. Write using upper- and lower-case cursive letters with proper form, proportions, and spacing.
   b. Increase fluency with cursive handwriting.
   c. Produce legible documents with cursive handwriting.

Objective 6: Write in different forms and genres.
   a. Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses).
   b. Produce traditional and imaginative stories, narrative and formula poetry.
   c. Produce informational text (e.g., book reports, compare and contrast essays, observational reports, research reports, content area reports, biographies, summaries).
   d. Produce writing to persuade (e.g., response to newspaper and magazine articles).
   e. Produce functional texts (e.g. newspaper and newsletter articles, e-mails, simple PowerPoint presentations).
   f. Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.
   g. Publish 6-8 individual products.
Fifth Grade Language Arts

Standard 1 (Oral Language): Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

Objective 1: Develop language through listening and speaking.
  a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).
  b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize, elaborate formulating an opinion with supporting evidence, interpret verbal and nonverbal messages, note purpose and perspective).
  c. Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).
  d. Speak using complex sentences with appropriate subject-verb agreement, correct verb tense and syntax.

Objective 2: Develop language through viewing media and presenting.
  a. Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, gain information, distinguish between fiction/nonfiction, distinguish between fact/opinion, form an opinion, determine presentation’s accuracy/bias).
  b. Use a variety of formats in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).

Standard 2 (Concepts of Print): Students develop an understanding of how printed language works. (See kindergarten and first grade.)

Standard 3 (Phonological and Phonemic Awareness): Students develop phonological and phonemic awareness. (See kindergarten and first grade.)

Standard 4 (Phonics and Spelling): Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.

Objective 1: Demonstrate an understanding of the relationship between letters and sounds. (See kindergarten, first, and second grade.)

Objective 2: Use knowledge of structure analysis to decode words. (See kindergarten, first, and second grade.)

Objective 3: Spell words correctly.
  a. Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.
  b. Spell multisyllable words with roots, prefixes, and suffixes.
  c. Spell an increasing number of high-frequency and irregular words correctly (e.g., language, tongue).
  d. Learn the spellings of irregular and difficult words (e.g., hundredths, legislative, digestive).
Objective 4: Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).
   a. Use knowledge about spelling to predict the spelling of new words.
   b. Visualize words while writing.
   c. Associate spelling of new words with that of known words and word patterns.
   d. Use spelling generalities to assist spelling of new words.

Standard 5 (Fluency): Students develop reading fluency to read aloud grade level text effortlessly without hesitation.

Objective 1: Read aloud grade level text with appropriate speed and accuracy.
   a. Read grade level text at a rate of approximately 120-150 wpm.
   b. Read grade level text with an accuracy rate of 95-100%.

Objective 2: Read aloud grade level text effortlessly with clarity.
   a. Read grade level text in meaningful phrases using intonation, expression, and punctuation cues.
   b. Read grade level words with automaticity.

Standard 6 (Vocabulary): Students learn and use grade level vocabulary to increase understanding and read fluently.

Objective 1: Learn new words through listening and reading widely.
   a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.
   b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).

Objective 2: Use multiple resources to learn new words by relating them to known words and/or concepts.
   a. Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, beginning thesauruses).
   b. Determine gradients of meanings between related words and concepts (e.g., ambassador: official, representative).

Objective 3: Use structural analysis and context clues to determine meanings of words.
   a. Identify meanings of words using roots and affixes.
   b. Use words, sentences, and paragraphs as context clues to determine meaning of unknown key words, similes, metaphors, idioms, proverbs, and clichés.
   c. Use context to determine meanings of synonyms, antonyms, homonyms (e.g., your/you’re) and multiple-meaning words (e.g., beat).
Standard 7 (Comprehension): Students understand, interpret, and analyze narrative and informational grade level text.

Objective 1: Identify purposes of text.
   a. Identify purpose for reading.
   b. Identify author’s purpose.

Objective 2: Apply strategies to comprehend text.
   a. Relate prior knowledge to make connections to text (e.g., text to text, text, to self, text to world).
   b. Generate questions about text (e.g., factual, inferential, evaluative).
   c. Form mental pictures to aid understanding of text.
   d. Make and confirm or revise predictions while reading using title, picture clues, text, and/or prior knowledge.
   e. Make inferences and draw conclusions from text.
   f. Identify theme/topic/main idea from text; note details.
   g. Summarize important ideas/events; summarize supporting details in sequence.
   h. Monitor and clarify understanding applying fix-up strategies while interacting with text.
   i. Compile, organize, and interpret information from text.

Objective 3: Recognize and use features of narrative and informational text.
   a. Identify characters, setting, sequence of events, problem/resolution.
   b. Compare and contrast elements of different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction, science fiction.
   c. Identify information from text, headings, subheadings, diagrams, charts, captions, graphs, table of contents, index, and glossary.
   d. Identify different structures in text (e.g., description, problem/solution, compare/contrast, cause/effect, order of importance, time, geographic classification).
   e. Locate information from a variety of informational text (e.g., newspapers, magazines, textbooks, biographies, Internet, other resources).

Standard 8 (Writing): Students write daily to communicate effectively for a variety of purposes and audiences.

Objective 1: Prepare to write by gathering and organizing information and ideas (pre-writing).
   a. Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences.
   b. Select and narrow a topic from generated ideas.
   c. Identify audience, purpose, and form for writing.
   d. Use a variety of graphic organizers to organize information from multiple sources.
Objective 2: Compose a written draft.
   a. Draft ideas on paper in an organized manner utilizing words, sentences, and multiple paragraphs (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).
   b. Use voice to fit the purpose and audience.
   c. Use strong verbs and precise and vivid language to convey meaning.
   d. Identify and use effective leads and strong endings.

Objective 3: Revise by elaborating and clarifying a written draft.
   a. Revise draft to add details, strengthen word choice, clarify main idea and reorder content.
   b. Enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences and paragraphs to build ideas (e.g., varied sentence length, simple and compound sentences).
   c. Revise writing, considering the suggestions from others.

Objective 4: Edit written draft for conventions.
   a. Edit writing for correct capitalization and punctuation (i.e., introductory and dependent clauses, dialogue, singular and plural possessives).
   b. Edit for spelling of grade level-appropriate words.
   c. Edit for standard grammar (e.g., subject-verb agreement, verb tense, irregular verbs).
   d. Edit for appropriate formatting features (e.g., margins, indentations, titles, headings).

Objective 5: Use fluent and legible handwriting to communicate.
   a. Write using upper- and lower-case cursive letters using proper form, proportions, and spacing.
   b. Increase fluency with cursive handwriting.
   c. Produce legible documents with manuscript or cursive handwriting.

Objective 6: Write in different forms and genres.
   a. Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses).
   b. Produce traditional and imaginative stories, narrative and formula poetry.
   c. Produce informational text (e.g., book reports, cause and effect reports, compare and contrast essays, observational/research reports, content area reports, biographies, historical fiction, summaries).
   d. Produce writing to persuade (e.g., essays, editorials, speeches, TV scripts, responses to various media).
   e. Produce functional texts (e.g., newspaper and newsletter articles, e-mails, simple PowerPoint presentations, memos, agendas, bulletins).
   f. Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.
   g. Publish 6-8 individual products.
Sixth Grade Language Arts

Standard 1 (Oral Language):  Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

Objective 1: Develop language through listening and speaking.
   a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).
   b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize, elaborate formulating an opinion with supporting evidence, interpret verbal and nonverbal messages, note purpose and perspective, identify tone, mood, emotion).
   c. Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).
   d. Speak using complex sentences with appropriate subject-verb agreement, correct verb tense, and syntax.

Objective 2: Develop language through viewing media and presenting.
   a. Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/nonfiction, distinguish between fact/opinion, form an opinion, determine presentation’s accuracy/bias, analyze and critique persuasive techniques).
   b. Use a variety of formats in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).

Standard 2 (Concepts of Print):  Students develop an understanding of how printed language works.  (See kindergarten and first grade.)

Standard 3 (Phonological and Phonemic Awareness):  Students develop phonological and phonemic awareness.  (See kindergarten and first grade.)

Standard 4 (Phonics and Spelling):  Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.

Objective 1: Demonstrate an understanding of the relationship between letters and sounds.  (See kindergarten, first, and second grade.)

Objective 2: Use knowledge of structure analysis to decode words.  (See kindergarten, first, and second grade.)
Objective 3: Spell words correctly.
   a. Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.
   b. Use knowledge of Greek and Latin roots and affixes to spell multisyllable words.
   c. Spell an increasing number of high-frequency and irregular words correctly (e.g., straight, soldier, property, particular).
   d. Learn the spellings of irregular and difficult words (e.g., feudalism, electricity, parallelogram, microorganism).

Objective 4: Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).
   a. Use knowledge about spelling to predict the spelling of new words.
   b. Visualize words while writing.
   c. Associate spelling of new words with that of known words and word patterns.
   d. Use spelling generalities to assist spelling of new words.

**Standard 5 (Fluency): Students develop reading fluency to read aloud grade level text effortlessly without hesitation.**

Objective 1: Read aloud grade level text with appropriate speed and accuracy.
   a. Read grade level text at a rate of approximately 120-150 wpm.
   b. Read grade level text with an accuracy rate of 95-100%.

Objective 2: Read aloud grade level text effortlessly with clarity.
   a. Read grade level text in meaningful phrases using intonation, expression, and punctuation cues.
   b. Read grade level words with automaticity.

**Standard 6 (Vocabulary): Students learn and use grade level vocabulary to increase understanding and read fluently.**

Objective 1: Learn new words through listening and reading widely.
   a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.
   b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).

Objective 2: Use resources to learn new words by relating them to known words and/or concepts.
   a. Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, thesauruses).
   b. Determine gradients of meanings between related words and concepts (e.g., colonization: exploration, migrate, settlement).
Objective 3: Use structural analysis and context clues to determine meanings of words.
   a. Identify meanings of words using roots and affixes (i.e., Greek/Latin affixes).
   b. Use words, sentences, and paragraphs as context clues to determine meanings of unknown key words, similes, metaphors, idioms, proverbs, clichés, and literary expressions.
   c. Use context to determine meanings of synonyms, antonyms, homonyms (e.g., through/threw, principal, principle) and multiple-meaning words (e.g., print).

Standard 7 (Comprehension): Students understand, interpret, and analyze narrative and informational grade level text.

Objective 1: Identify purposes of text.
   a. Identify purpose for reading.
   b. Identify author’s purpose.

Objective 2: Apply strategies to comprehend text.
   a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).
   b. Generate questions about text (e.g., factual, inferential, evaluative).
   c. Form mental pictures to aid understanding of text.
   d. Make and confirm or revise predictions while reading using title, picture clues, text, and/or prior knowledge.
   e. Make inferences and draw conclusions from text.
   f. Identify theme/topic/main idea from text; note details.
   g. Summarize important ideas/events; summarize supporting details in sequence.
   h. Monitor and clarify understanding applying fix-up strategies while interacting with text.
   i. Compile, organize, and interpret information from text.

Objective 3: Recognize and use features of narrative and informational text.
   a. Identify characters, setting, sequence of events, problem/resolution, theme.
   b. Compare and contrast elements of different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction, science fiction, myths, legends.
   c. Identify information from text, headings, subheadings, diagrams, charts, captions, graphs, table of contents, index, and glossary.
   d. Identify different structures in text (e.g., description, problem/solution, compare/contrast, cause/effect, order of importance, time, geographic classification).
   e. Locate facts from a variety of informational texts (e.g., newspapers, magazines, textbooks, biographies, Internet, other resources).
Standard 8 (Writing): Students write daily to communicate effectively for a variety of purposes and audiences.

Objective 1: Prepare to write by gathering and organizing information and ideas (pre-writing).
   a. Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences.
   b. Select and narrow a topic from generated ideas.
   c. Identify audience, purpose, and form for writing.
   d. Use a variety of graphic organizers to organize information from multiple sources.

Objective 2: Compose a written draft.
   a. Draft ideas on paper in an organized manner utilizing words, sentences, and multiple paragraphs (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).
   b. Use voice to fit the purpose and audience.
   c. Use strong verbs and precise and vivid language to convey meaning.
   d. Identify and use effective leads and strong endings.

Objective 3: Revise by elaborating and clarifying a written draft.
   a. Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.
   b. Enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences and paragraphs to build ideas (e.g., varied sentence length, simple and compound sentences).
   c. Revise writing, considering the suggestions from others.

Objective 4: Edit written draft for conventions.
   a. Edit writing for correct capitalization and punctuation (i.e., introductory and dependent clauses, dialogue, singular and plural possessives).
   b. Edit for spelling of grade level-appropriate words.
   c. Edit for standard grammar (e.g., subject-verb agreement, verb tense, irregular verbs).
   d. Edit for appropriate formatting features (e.g., margins, indentations, titles, headings).

Objective 5: Use fluent and legible handwriting to communicate.
   a. Write using upper- and lower-case cursive letters using proper from, proportions, and spacing.
   b. Increase fluency with cursive handwriting.
   c. Produce legible documents with manuscript or cursive handwriting.

Objective 6: Write in different forms and genres.
   a. Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses).
   b. Produce traditional and imaginative stories, narrative and formula poetry.
   c. Produce informational text (e.g., book reports, cause/effect reports, compare/contrast essays, observational/research reports, content area reports, biographies, historical fiction, summaries).
   d. Produce writing to persuade (e.g., essays, editorials, speeches, TV scripts, responses to various media).
e. Produce functional texts (e.g., newspaper and newsletters articles, e-mails, simple PowerPoint presentations, memos, agendas, bulletins, web pages).
f. Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.
g. Publish 6-8 individual products.