

**GENERAL STANDARD 1: Discussion**

***Students will use agreed upon rules for informal and formal discussions in small and large groups.***

Group discussion is effective when students listen actively, stay on topic, consider the ideas of others, avoid sarcasm and personal remarks, take turns and gain the floor in appropriate ways. Following agreed-upon rules promotes self-discipline and reflects respect for others.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>1.1 Follow agreed-upon rules for discussion (raising one's hand, waiting one's turn, speaking one at a time).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Take turns during small and large group activities/ discussions</li> <li><input type="checkbox"/> Follow at least 2-step directions</li> <li><input type="checkbox"/> Demonstrate appropriate sitting behavior during a group discussion</li> <li><input type="checkbox"/> Develop active listening skills (eye contact, body language etc.).</li> </ul>	<p>1.1 Follow agreed-upon rules for discussion (raising one's hand, waiting one's turn, speaking one at a time).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Take turns during small and large group activities/ discussions</li> <li><input type="checkbox"/> Follow at least 2-step directions</li> <li><input type="checkbox"/> Demonstrate appropriate sitting behavior during a group discussion</li> <li><input type="checkbox"/> Develop active listening skills (eye contact, body language etc.).</li> </ul>	<p>1.1 Follow agreed-upon rules for discussion (raising one's hand, waiting one's turn, speaking one at a time).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Take turns as speaker/ listener with mutual respect.</li> <li><input type="checkbox"/> Follow oral multi-step directions.</li> <li><input type="checkbox"/> Develop awareness of audience needs and demonstrate active listening skills.</li> <li><input type="checkbox"/> Include who and what in sharing information.</li> <li><input type="checkbox"/> Stay on topic.</li> </ul>	<p>1.1 Follow agreed-upon rules for discussion (raising one's hand, waiting one's turn, speaking one at a time).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Take turns as speaker/listener.</li> <li><input type="checkbox"/> Listen for information.</li> <li><input type="checkbox"/> Demonstrate the need to be considerate by making positive personal remarks during class discussion.</li> <li><input type="checkbox"/> Adapt language within a group for requests and seeking information.</li> </ul>	<p>(Continue to address earlier standard as needed.)</p> <p>1.2 Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Take turns as speaker/listener.</li> <li><input type="checkbox"/> Listen for information.</li> <li><input type="checkbox"/> Respond appropriately to speaker.</li> <li><input type="checkbox"/> Participate in small/large group discussions.</li> <li><input type="checkbox"/> Practice and demonstrate the roles of group discussion/ cooperative learning (e.g., leader, recorder, timekeeper, and listener).</li> </ul>	<p>(Continue to address earlier standard as needed.)</p> <p>1.2 Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate the role of leader, recorder, timekeeper, and listener in a student led small group discussion.</li> <li><input type="checkbox"/> Transition to a new topic.</li> <li><input type="checkbox"/> Build on ideas of previous speaker.</li> </ul>	<p>(Continue to address earlier standards as needed.)</p> <p>1.3 Apply understanding of agreed-upon rules and individual roles in order to make decisions.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate the active restatement and summarization of main discussion points.</li> <li><input type="checkbox"/> Assume specific roles of responsibility in a variety of discussion formats.</li> <li><input type="checkbox"/> Participate in small and whole class discussion.</li> <li><input type="checkbox"/> Demonstrate an understanding of the topic by building on the ideas of other speakers in a variety of discussion settings.</li> <li><input type="checkbox"/> Listen to the opinion of others from a range of perspectives in a non-judgmental way in a variety of settings.</li> <li><input type="checkbox"/> Demonstrate good questioning and clarification techniques when participating in a variety of discussion settings.</li> <li><input type="checkbox"/> Demonstrate good answering proficiency.</li> </ul>

**GENERAL STANDARD 2: Questioning, Listening and Contributing**

***Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.***

Group discussions may lead students to greater complexity of thought as they expand on the ideas of others, refine initial ideas, pose hypotheses, and work toward solutions to intellectual problems. Group work helps students gain a deeper understanding of themselves as they reflect upon and express orally their own thinking in relation to that of others.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>2.1 Contribute knowledge to class discussion.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Formulate questions to further own understanding.</li> <li><input type="checkbox"/> Listen to others' views.</li> <li><input type="checkbox"/> Tell a story about a personal event/experience.</li> <li><input type="checkbox"/> Give opinions and descriptions.</li> <li><input type="checkbox"/> Express feelings.</li> </ul>	<p>2.1 Contribute knowledge to class discussion in order to develop a topic for a class project.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contribute to a list of questions about a specific person/topic during a class discussion.</li> <li><input type="checkbox"/> Listen to others' views</li> <li><input type="checkbox"/> Tell a story about an event in own experience.</li> <li><input type="checkbox"/> Give relevant opinions and descriptions.</li> <li><input type="checkbox"/> Use words to express feelings.</li> </ul>	<p>2.1 Contribute knowledge to class discussion in order to develop a topic for a class project.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listen to others' perspectives and views.</li> <li><input type="checkbox"/> Give ideas, descriptions, and feelings.</li> <li><input type="checkbox"/> Generate questions pertaining to a person/topic.</li> <li><input type="checkbox"/> Respond to questions.</li> </ul>	<p>2.1 Contribute knowledge to class discussion in order to develop a topic for a class project.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct simple interviews or surveys.</li> <li><input type="checkbox"/> Give explanations.</li> <li><input type="checkbox"/> Make oral reports to the class what they learned about a person/topic.</li> </ul>	<p>(Continue to address earlier standard as needed.)</p> <p>2.2 Contribute knowledge to class discussion in order to develop ideas for a class project and generate interview questions to be used as part of the project.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listen for defined purpose: to obtain answers to questions, general idea.</li> <li><input type="checkbox"/> Report to the class on a specific person/topic after generating appropriate questions and conducting interviews.</li> <li><input type="checkbox"/> Compose questions and conduct interview/survey.</li> </ul>	<p>(Continue to address earlier standard as needed.)</p> <p>2.2 Contribute knowledge to class discussion in order to develop ideas for a class project and generate interview questions to be used as part of the project.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listen for defined purpose: to obtain answers to questions; to obtain general idea.</li> <li><input type="checkbox"/> Develop a procedure and report on a specific person/topic.</li> </ul>	<p>(Continue to address earlier standards as needed.)</p> <p>2.3 Gather relevant information for a research project or composition through interviews.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate actively in full class, group and pair discussion.</li> <li><input type="checkbox"/> Have a clear main point when speaking or asking questions.</li> <li><input type="checkbox"/> Analyze questions posed by others and then pose (compose) appropriate follow-up questions.</li> <li><input type="checkbox"/> Generate appropriate questions for investigation of a specific topic.</li> <li><input type="checkbox"/> Conduct interviews using appropriate questions and techniques.</li> <li><input type="checkbox"/> Make oral reports to the class about what was learned about a person/topic.</li> </ul>

### GENERAL STANDARD 3

**Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.**

Planning an effective presentation requires students to make an appropriate match between their intended audience and the choice of presentation style, level of formality, and format. Frequent opportunities to plan presentations for various purposes and to speak before different groups help students learn how to gain and keep an audience's attention, interest and respect.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>3.1 Give oral presentations about personal experiences or interests.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dramatize retelling a sequence of events during play/from a story read aloud.</li> <li><input type="checkbox"/> Use language to describe objects, events, and feelings.</li> <li><input type="checkbox"/> Maintain focus on a particular topic.</li> <li><input type="checkbox"/> Use language to initiate and sustain play situations.</li> <li><input type="checkbox"/> Articulate age-appropriate sounds.</li> </ul>	<p>3.1 Give oral presentations about personal experiences or interests using adequate volume.</p> <p>3.2 Maintain focus on the topic</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Retell a story sequence including main character and setting.</li> <li><input type="checkbox"/> Make predictions.</li> <li><input type="checkbox"/> Describe objects, events, and feelings in a class discussion, using eye contact and proper voice.</li> <li><input type="checkbox"/> Give simple explanations.</li> <li><input type="checkbox"/> Enter social situations without adult support.</li> <li><input type="checkbox"/> Articulate age-appropriate sounds.</li> </ul>	<p>3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.</p> <p>3.2 Maintain focus on the topic.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reinforce Kindergarten skills.</li> <li><input type="checkbox"/> Explain, listen to, and build upon own ideas and those of others.</li> <li><input type="checkbox"/> Use proper eye contact, expression and intonation during presentations.</li> <li><input type="checkbox"/> Explain importance of item or event.</li> </ul>	<p>3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.</p> <p>3.2 Maintain focus on the topic.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Summarize and retell stories.</li> <li><input type="checkbox"/> Demonstrate an awareness of audience and purpose using appropriate eye contact, proper pace, volume, and clear enunciation.</li> <li><input type="checkbox"/> Role-play characters from stories.</li> <li><input type="checkbox"/> Dramatize stories.</li> <li><input type="checkbox"/> Sustain a conversation on topic.</li> </ul>	<p>(Continue to address earlier standards as needed.)</p> <p>3.3 Adapt language to persuade, to explain, or to seek information.</p> <p>3.4 Give oral presentations about experiences or interests using eye contact, proper pace, adequate volume, and clear pronunciation.</p> <p>3.5 Make informal presentations that have a recognizable organization (<i>sequencing, summarizing</i>).</p> <p>3.6 Express an opinion of a literary work or film in an organized way, with supporting detail.</p> <p>3.7 Use teacher-developed assessment criteria to prepare their presentations.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create and present book reports.</li> <li><input type="checkbox"/> Make content area presentations.</li> </ul>	<p>(Continue to address earlier standards as needed.)</p> <p>3.3 Adapt language to explain, or to seek information.</p> <p>3.4 Give oral presentations about experiences or interests using eye contact, proper pace, adequate volume, and clear pronunciation.</p> <p>3.5 Make informal presentations that have a recognizable organization (<i>sequencing, summarizing</i>).</p> <p>3.6 Express an opinion of a literary work or film in an organized way, with supporting detail.</p> <p>3.7 Use teacher-developed assessment criteria to prepare their presentations.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Express orally their interpretations of texts read or listened to (e.g., offer point of view, opinions, and/or draw conclusions).</li> <li><input type="checkbox"/> Participate in "Book Talks".</li> <li><input type="checkbox"/> Give oral content presentations.</li> <li><input type="checkbox"/> Role-play characters from stories or content areas.</li> <li><input type="checkbox"/> Dramatize stories or events in history.</li> </ul>	<p>(Continue to address earlier standards as needed.)</p> <p>3.8 Give oral presentations for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.</p> <p>3.9 Use teacher-developed assessment criteria to prepare their presentations.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use notes, visual aids and technology appropriately during an oral presentation.</li> <li><input type="checkbox"/> Maintain fluency in oral presentations.</li> <li><input type="checkbox"/> Give vivid descriptions or clear explanations of a content related topic or idea to a variety of audiences.</li> <li><input type="checkbox"/> Deliver information, a poem, story, drama, or mixed media using appropriate strategies and techniques that will demonstrate/convey the purpose of the presentation.</li> </ul>

**GENERAL STANDARD 4: Vocabulary and Concept Development**

**Students will understand and acquire new vocabulary and use it correctly in reading and writing.**

Our ability to think clearly and communicate with precision depends on our individual store of words. A rich vocabulary enables students to understand what they read, and to speak and write with flexibility and control. As students employ a variety of strategies for acquiring new vocabulary, the delight in finding and using that perfect word can heighten interest in vocabulary itself.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>4.1 Identify and sort common words into various classifications (<i>colors, shapes, textures</i>).</p> <p>4.2 Describe common objects and events in general and specific language.</p> <ul style="list-style-type: none"> <li>□ Begin to classify words and state their relationships (i.e., colors, foods, animals)</li> <li>□ Begin to use words (ex: attributes, time, order) to describe common objects and events</li> <li>□ Begin to identify and use rhyming words</li> <li>□ Begin to identify and generate common antonyms and synonyms</li> <li>□ Think of at least 1 word/concept related to a specific topic (ex: dogs)</li> </ul>	<p>4.1 Identify and sort common words into various classifications (<i>colors, shapes, textures</i>).</p> <p>4.2 Describe common objects and events in general and specific language.</p> <ul style="list-style-type: none"> <li>□ Classify words and state their relationships (i.e., colors, foods, animals)</li> <li>□ Use words (ex: attributes, time, order) to describe common objects and events</li> <li>□ Identify and use rhyming words.</li> <li>□ Identify and generate common antonyms and synonyms</li> <li>□ Think of 2-3 words/concepts related to a specific topic (ex: dogs)</li> </ul>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>4.3 Identify and sort common words into conceptual categories.</p> <p>4.4 Identify base words (look) and their inflectional forms (looks, looked, looking).</p> <ul style="list-style-type: none"> <li>□ Use a beginning dictionary.</li> <li>□ Identify and use antonyms, synonyms, question words, time, rhyming words, and other words.</li> <li>□ Identify compound words.</li> <li>□ Classify words by specific criteria.</li> </ul>	<p>4.5 Identify the relevant meaning for a word with multiple meanings using its context (<i>saw/saw</i>).</p> <p>4.6 Identify common antonyms and synonyms. 4.7 Use knowledge of the meaning of individual words to predict the meaning of unknown compound words (<i>lunchtime, daydream, everyday</i>).</p> <p>4.8 Determine meanings of words by using a beginning dictionary.</p> <ul style="list-style-type: none"> <li>□ Identify and use plurals, synonyms, antonyms, homonyms, abbreviations comparative and superlative adjectives, contractions, compound words.</li> <li>□ Identify prefixes, suffixes, and root words.</li> <li>□ Use a dictionary or other reference book (e.g., Quick Words, Words I Use When I Write).</li> <li>□ Identify and use content area vocabulary and multiple meaning words.</li> </ul>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>4.9 Identify the meaning of common prefixes (<i>un-, re-, dis-</i>).</p> <p>4.10 Recognize that some English words have Greek and Latin roots.</p> <p>4.11 Recognize that some words and phrases have a literal and non-literal meaning (<i>for example, take steps</i>).</p> <p>4.12 Identify playful uses of language (<i>for example, riddles, cross-word puzzles, tongue twisters</i>).</p> <p>4.13 Determine the meaning of unknown words using their context.</p> <p>4.14 Recognize and use words with multiple meanings (<i>for example, tape, duck, season</i>) and be able to determine which meaning is intended from the context of the sentence.</p> <p>4.15 Determine meanings of using a beginning dictionary.</p> <p>4.16 Identify and apply the meaning of the terms <i>antonym, synonym, and homophone</i>.</p> <ul style="list-style-type: none"> <li>□ Identify and use prefixes, suffixes, and root words.</li> <li>□ Identify homographs and homophones.</li> </ul>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>4.9 Identify the meaning of common prefixes (<i>for example, un-, re-, dis-</i>).</p> <p>4.10 Identify the meaning of common Greek and Latin roots to determine meaning of unfamiliar words.</p> <p>4.11 Identify the meaning of common idioms and figurative phrases.</p> <p>4.12 Identify playful uses of language (<i>for example, puns, jokes, palindromes</i>).</p> <p>4.13 Determine the meaning of unknown words using their context.</p> <p>4.14 Recognize and use words with multiple meanings (<i>for example, sentence, school, hard</i>) and be able to determine which meaning is intended from the context of the sentence.</p> <p>4.15 Determine meanings of words and alternate word choices using a dictionary or thesaurus.</p> <p>4.16 Identify and apply the meaning of the terms <i>antonym, synonym, and homophone</i>.</p> <ul style="list-style-type: none"> <li>□ Identify and use suffixes, prefixes and root words.</li> <li>□ Identify/use homophones, homographs.</li> <li>□ Use a dictionary, thesaurus and glossary as reference tools.</li> <li>□ Acquire and use new vocabulary for over-used words such as "said".</li> </ul>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>4.17 Determine the meaning of unfamiliar words using context clues for example, definition, example).</p> <p>4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.</p> <p>4.19 Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.</p> <ul style="list-style-type: none"> <li>□ Demonstrate an understanding and use of dictionaries, thesauri, and other reference aids.</li> <li>□ Use concepts to determine word meaning in a text of increasing length and difficulty (including multiple meaning words).</li> <li>□ Demonstrate an understanding of synonyms, antonyms and homonyms in their reading and writing.</li> <li>□ Use a variety of analysis strategies to develop reading vocabulary.</li> </ul>

**GENERAL STANDARD 5: Structure and Origins of Modern English**

**Students will analyze Standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.**

The English language has changed through time and through contact with other languages. An understanding of its history helps students appreciate the extraordinary richness of its vocabulary, which continues to grow. The study of its grammar and usage gives students more control over the meaning they intend in their writing and speaking.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>5.1 Use language to express spatial and temporal relationships (<i>up, down, before, after</i>).</p> <p>5.2 Recognize that the names of things can also be the names of actions (<i>fish, dream, run</i>).</p> <ul style="list-style-type: none"> <li>□ Begin to use language to express spatial and temporal relationships.</li> <li>□ Listen to stories that utilize words that can be nouns and verbs (ex: fish, dream)</li> <li>□ Imitate models of appropriate sentence structure, grammar and syntax.</li> </ul>	<p>5.1 Use language to express spatial and temporal relationships (<i>up, down, before, after</i>).</p> <p>5.2 Recognize that the names of things can also be the names of actions (<i>fish, dream, run</i>).</p> <ul style="list-style-type: none"> <li>□ Understand the difference between a noun and a verb.</li> <li>□ Know that capital letters are used to start names.</li> <li>□ Identify a period and a question mark.</li> <li>□ Understand that letters have sounds.</li> </ul>	<p>5.1 Use language to express spatial and temporal relationships (<i>up, down, before, after</i>).</p> <p>5.2 Recognize that the names of things can also be the names of actions (<i>fish, dream, run</i>).</p> <p>5.3 Identify correct capitalization for names and places (<i>Janet, I, George Washington, Springfield</i>) and correct capitalization and commas in dates (<i>February 24, 2001</i>).</p> <p>5.4 Identify appropriate end marks (<i>periods, question marks</i>).</p> <ul style="list-style-type: none"> <li>□ Use appropriate ending punctuation including periods, and question marks.</li> <li>□ Identify and understand the use of punctuation including periods, commas, question, exclamation and quotation marks.</li> </ul>	<p>5.3 Identify correct capitalization for names and places (<i>Janet, I, George Washington, Springfield</i>), and correct capitalization and commas in dates (<i>February 24, 2001</i>).</p> <p>5.4 Identify appropriate end marks (<i>periods, question marks</i>).</p> <ul style="list-style-type: none"> <li>□ Identify words and word parts of the English language that are derived from other countries (e.g., bi-, uni-, tri-).</li> <li>□ Compare and contrast language and oral traditions through discussion</li> </ul>	<p>(Continue to address earlier standards as needed.)</p> <p>5.5 Distinguish between a sentence and a question.</p> <p>5.6 Identify three basic parts of speech (<i>adjective, noun, verb</i>).</p> <p>5.7 Identify correct mechanics (<i>for example, end marks, capitalization, and commas in dates</i>).</p> <ul style="list-style-type: none"> <li>□ Identify and give examples of English words and word parts derived from other languages (e.g., tele, auto, astro, aqua, ology, and -onomy).</li> <li>□ Identify and give examples of root words and their affixes derived from other languages.</li> <li>□ Compare and contrast language and oral traditions through discussion</li> </ul>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>5.5 Recognize the subject-predicate relationship in sentences.</p> <p>5.6 Identify the four basic parts of speech (<i>adjective, adverb, noun, verb</i>).</p> <p>5.7 Identify correct mechanics (<i>for example, end marks, commas for series, capitalization</i>) correct usage (<i>for example, subject and verb agreement in a simple sentence</i>), and correct sentence structure (<i>for example, elimination of sentence fragments</i>).</p> <p>5.8 Identify words or word parts from other languages that have been adopted into the English language.</p> <ul style="list-style-type: none"> <li>□ Use correct mechanics including apostrophe, quotation marks, commas in compound sentences, and paragraph indentation,</li> </ul>	<p>(Continue to address earlier standards as needed.)</p> <p>5.9 Identify six basic parts of speech (<i>noun, pronoun, verb, adverb, adjective, preposition</i>).</p> <p>5.10 Expand or reduce sentences (<i>for example, adding modifiers, combining sentences</i>).</p> <p>5.11 Identify verb tenses.</p> <p>5.12 Recognize that a word performs different functions according to its position in the sentence.</p> <p>5.13 Identify simple and compound sentences.</p> <p>5.14 Identify correct mechanics (<i>for example, apostrophes, quotation marks, comma use in compound sentences, paragraph indentations</i>) and correct sentence structure (<i>for example, elimination of sentence fragments and run-ons</i>).</p> <ul style="list-style-type: none"> <li>□ Demonstrate an understanding that many words in standard American English are borrowed from other languages.</li> <li>□ Identify Greek and Latin terms that influence the English language.</li> </ul>

**GENERAL STANDARD 6: Formal and Informal English**

*Students will describe, analyze, and use appropriately formal and informal English.*

Study of different forms of the English language helps students to understand that people use different levels of formality in their writing and speaking as well as a variety of regional and social dialects in their conversational language.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6.1 Identify formal and informal language in stories, poems, and plays.	6.1 Identify formal and informal language in stories, poems, and plays.	6.1 Identify formal and informal language in stories, poems, and plays. <input type="checkbox"/> Identify formal and informal language through reading and listening to stories, poems and plays. <input type="checkbox"/> Recognize and use formal and informal language in daily life.	6.1 Identify formal and informal language in stories, poems, and plays. <input type="checkbox"/> Learn about different cultures through literature and discussion. <input type="checkbox"/> Compare language and oral traditions. <input type="checkbox"/> Recognize the use of dialect in a story that is read aloud.	(Continue to address earlier standards as needed and as they apply to more difficult texts.) 6.2 Recognize dialect in the conversational voices in American folk tales. 6.3 Identify formal and informal language use in advertisements read, heard, and/or seen. <input type="checkbox"/> Learn about different cultures through literature and discussion. <input type="checkbox"/> Compare language and oral traditions. <input type="checkbox"/> Recognize that language is adapted to meet different social situations.	(Continue to address earlier standards as needed and as they apply to more difficult texts.) 6.2 Recognize dialect in the conversational voices in American folk tales. 6.3 Identify formal and informal language use in advertisements read, heard, and/or seen. <input type="checkbox"/> Learn about different cultures through literature and discussion. <input type="checkbox"/> Compare language and oral traditions. <input type="checkbox"/> Recognize that language is adapted to meet different social situations. <input type="checkbox"/> Identify and explain the purpose of the dialect of a literary character.	(Continue to address earlier standards as needed and as they apply to more difficult texts.) 6.4 <i>Intentionally left blank.</i> 6.5 Write stories using formal and informal language in prose and in dialogue. 6.6 <i>Intentionally left blank.</i> <input type="checkbox"/> Identify and discuss various speaking contexts and how language changes within those contexts (formal and informal).

**GENERAL STANDARD 7: Beginning Reading**

*Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.*

Phonemic awareness, knowledge of the relationships between sounds and letters, and an understanding of the features of written English texts are essential to beginning reading, and should be taught, continually practices, and carefully monitored in the early grades. Students who gain a strong grounding in these skills are ready to take on the concurrent tasks of comprehension and communication. (See Standards 4,8,9,19, and 22.)

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>*7.1 Demonstrate understanding of the forms and functions of written English:</p> <ul style="list-style-type: none"> <li>□ Begin to recognize that printed materials inform and entertain.</li> <li>□ Know how to handle a book and turn the pages</li> <li>□ Begins to recognize left-right and top-bottom concepts involving print.</li> <li>□ Understands that words are made up of one or more syllables.</li> <li>□ Begins to recognize and produce rhyming words.</li> <li>□ Begins to identify initial sounds in own name.</li> <li>□ Begins to segment sentences into words.</li> <li>□ Begins to segment words into syllables.</li> <li>□ Begins to blend syllables to make words.</li> <li>□ Knows that print carries meaning by recognizing familiar words in the environment.</li> </ul>	<p>*7.1 Demonstrate understanding of the forms and functions of written English:</p> <ul style="list-style-type: none"> <li>- recognize that printed materials inform and entertain;</li> <li>- know how to handle a book and turn the pages;</li> <li>- identify the covers and title page of a book;</li> <li>- recognize that, in English, print moves left to right across the page and from top to bottom;</li> <li>- identify upper- and lower-case letters;</li> <li>- recognize that written words are separated by spaces;</li> <li>- recognize that sentences in print are made up of separate words.</li> <li>□ Understand that words are made up of one or more syllables.</li> <li>□ Recognize and produce rhyming words.</li> <li>□ Identify the initial sounds of a word.</li> <li>□ Segment a word into sounds (e.g., /s/ /l/ /t/).</li> <li>□ Blend sounds to make words.</li> <li>□ Demonstrate phonemic awareness.</li> <li>□ Use letter-sound knowledge to identify unfamiliar words in print and gain meaning.</li> <li>□ Know that there is a link between letters and sounds.</li> <li>□ Recognize letter-sound matches by naming and identifying each letter of the alphabet.</li> <li>□ Understand that written words are composed of letters that represent sounds.</li> <li>□ Use letter-sound matches to decode simple words.</li> </ul>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>*7.4 Demonstrate understanding of the various features of written English:</p> <ul style="list-style-type: none"> <li>- know the order of the letters in the alphabet;</li> <li>- understand that spoken words are represented by sequences of letters;</li> <li>- match oral words to printed words;</li> <li>- recognize that there are correct spellings for words;</li> <li>- use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;</li> <li>- recognize the distinguishing features of a sentence (<i>capitalization, end punctuation</i>) and a paragraph (<i>indentation, spacing</i>);</li> <li>- identify the author and title of a book, and use a table of contents.</li> </ul> <p>*7.5 Demonstrate orally that phonemes exist:</p> <ul style="list-style-type: none"> <li>- generate the sounds from all the letters and letter patterns, including consonant blends, long-and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;</li> <li>- use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (<i>as in star</i>) to read words.</li> </ul> <p>*7.6 Recognize common irregularly spelled words by sight (<i>have, said, where</i>).</p> <p>*7.7 Use letter-sound knowledge to decode written English:</p> <ul style="list-style-type: none"> <li>- decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;</li> <li>- read accurately many irregularly spelled words, special vowel spellings, and common word endings;</li> <li>- read aloud with fluency and comprehension at grade level.</li> </ul>	<p>*7.5 Demonstrate orally that phonemes exist: use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (<i>as in star</i>) to read words.</p> <p>*7.6 Recognize common irregularly spelled words by sight (<i>have, said, where</i>).</p> <p>*7.7 Use letter-sound knowledge to decode written English:</p> <ul style="list-style-type: none"> <li>-read aloud with fluency and comprehension at grade level.-apply knowledge of letter patterns to identify syllables;</li> <li>-apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;</li> <li>-know and use more difficult word families (<i>-ought</i>) and known words to decode unknown words;</li> </ul>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>7.8 Use letter-sound knowledge to decode written English.</p> <p>7.9 Read grade-appropriate imaginative/ literary and informational/ expository text with comprehension (see General Standard 8).</p> <p>7.10 Read aloud grade-appropriate imaginative/ literary and informational/ expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.</p>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>7.8* Use letter-sound knowledge to decode written English.</p> <p>7.9 Read grade-appropriate imaginative/ literary and informational/ expository text with comprehension (see General Standard 8).</p> <p>7.10 Read aloud grade-appropriate imaginative/ literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.</p>	<p>[The majority of students will have met these standards by the end of Grade 4, although teachers may need to continue addressing earlier standards.]</p>

**GENERAL STANDARD 8: Understanding a Text**

*Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.* (For vocabulary and concept development, see General Standard 4.)

When we read a text closely, we work carefully to discern the author's main ideas and the particular facts and details that support them. Good readers read thoughtfully and purposefully, constantly checking their understanding of the author's intent and meaning so that their interpretations will be sound.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>For imaginative/literary texts:</b>            8.1 Make predictions using prior knowledge, pictures, and text.            8.2 Retell a main event from a story heard or read.</p> <ul style="list-style-type: none"> <li>□ Begin to make predictions about the content of the text with use of visuals.</li> <li>□ Begin to identify characters and setting using prior knowledge and pictures.</li> <li>□ Begin to answer questions about important characters, setting and events.</li> <li>□ Retell important facts from text heard or read.</li> </ul>	<p><b>For imaginative/literary texts:</b>            8.1 Make predictions using prior knowledge, pictures, and text.            8.2 Retell a main event from a story heard or read.</p> <ul style="list-style-type: none"> <li>□ Ask and answer questions about the important characters, settings, and events.</li> </ul> <p><b>For informational/expository texts:</b>            8.4 Make predictions about the content of the text using prior knowledge and text features (<i>title, captions, illustrations</i>).</p>	<p>(Continue to address earlier standards as needed and as they apply to more difficult tasks.)</p> <p><b>For imaginative/literary texts:</b>            8.6 Make predictions about what will happen next in a story.            8.7 Retell a story's beginning, middle, and end.            8.8 Distinguish cause from effect.</p> <p><b>For informational/expository texts:</b>            8.9 Make predictions about the content of a text using prior knowledge and text features (<i>headings, table of contents, key words</i>).</p>	<p><b>For imaginative/literary texts:</b>            8.6 Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why.            8.7 Retell a story's beginning, middle, and end.            8.8 Distinguish cause from effect.</p> <p><b>For informational/expository texts:</b>            8.9 Make predictions about the content of a text using prior knowledge and text features (<i>headings, table of contents, key words</i>), and explain whether they were confirmed or disconfirmed and why.            8.10 Restate main ideas.</p>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p><b>For imaginative/literary texts:</b>            8.11 Identify foreshadowing clues.            8.12 Identify sensory details.            8.13 Identify the speaker of a poem or narrator of a story.            8.14 Retell the events of a story and describe characters and setting.</p> <p><b>For informational/expository texts:</b>            8.15 Locate facts that answer the reader's questions.            8.16 Distinguish cause from effect.            8.17 Distinguish fact from fiction.            8.18 Identify main ideas and supporting details.</p> <ul style="list-style-type: none"> <li>□ Understand and know when to use a variety of strategies including making connections, predicting, visualizing.</li> </ul>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p><b>For imaginative/literary texts:</b>            8.11 Identify and show the relevance of foreshadowing clues.            8.12 Identify sensory details and figurative language.            8.13 Identify the speaker of a poem or story.            8.14 Make judgments about setting, characters, and events and support them with evidence from a text.</p> <p><b>For informational/expository texts:</b>            8.15 Locate facts that answer the reader's questions.            8.16 Distinguish cause from effect.            8.17 Distinguish fact from opinion or fiction.            8.18 Summarize main ideas and supporting details.</p>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p><b>For imaginative/literary texts:</b>            8.19 Identify and analyze sensory details.            8.20 Identify and analyze the author's use of description of setting, characters, and events.</p> <p><b>For informational texts:</b>            8.21 Recognize organizational structures (<i>for example, chronological order, cause and effect</i>).            8.22 Identify and analyze main ideas and supporting details.</p>

**GENERAL STANDARD 9: Making Connections**

*Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.*

By including supplementary reading selections that provide relevant historical and artistic background, teachers deepen students' understanding of individual literary works and broaden their capacity to connect literature to other manifestations of the creative impulse.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.</p> <p><input type="checkbox"/> Begin to identify differences in plot, setting, and character in the same work by different illustrators with teacher support (alphabet books, nursery rhymes, counting books).</p>	<p>9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.</p> <p><input type="checkbox"/> Identify differences in plot, setting, and character in the same work by different illustrators with teacher support (alphabet books, nursery rhymes, counting books).</p>	<p>9.1 Identify similarities and differences in plot, setting, and character among the works of an author or illustrator.</p> <p><input type="checkbox"/> Identify similarities/ differences of plot, setting and character in different versions of the same story by a variety of authors and illustrators (e.g., nursery rhymes, folk tales, fairy tales)</p>	<p>9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.</p> <p>9.2 Identify different interpretations of plot, setting, and character in the same work by different illustrators (<i>alphabet books, nursery rhymes, counting books</i>).</p>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>9.3 Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author's life.</p>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>9.3 Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author's life.</p>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>9.4 Relate a literary work to information about its historical setting.</p> <p><input type="checkbox"/> Identify the characteristics of realistic fiction.</p> <p><input type="checkbox"/> Relate a literary work to contemporary life.</p>

**GENERAL STANDARD 10: Genre**

*Students will identify, analyze, and apply knowledge of the characteristics of different genres.*

We become better readers by understanding both the structure and the conventions of different genres. A student who knows the formal qualities of a genre is able to anticipate how the text will evolve, appreciate the nuances that make a given text unique, and rely on this knowledge to make a deeper and subtler interpretation of the meaning of the text.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (<i>informational and expository</i>), and dramatic literature.</p> <ul style="list-style-type: none"> <li>□ Begin to identify the difference between real and make believe.</li> </ul>	<p>10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (<i>informational and expository</i>), and dramatic literature.</p> <ul style="list-style-type: none"> <li>□ Recognize the difference between a poem and a story.</li> <li>□ Recognize the difference between fantasy/reality.</li> <li>□ Recognize the difference between fiction/nonfiction.</li> </ul>	<p>10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (<i>informational and expository</i>), and dramatic literature.</p> <ul style="list-style-type: none"> <li>□ Select reading materials according to purpose.</li> <li>□ Identify fiction and nonfiction.</li> <li>□ Recognize the characteristics of fiction through the analysis of fairy tales, fables and tall tales.</li> <li>□ Identify a few forms of poetry.</li> </ul>	<p>10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (<i>informational and expository</i>), and dramatic literature.</p> <ul style="list-style-type: none"> <li>□ Select reading materials according to purpose.</li> <li>□ Compare and contrast common forms of poetry.</li> <li>□ Identify the characteristics of non-fiction through the analysis of biography and autobiography.</li> <li>□ Identify the characteristics of fiction through the study and analysis of fairy tales, fables and tall tales.</li> </ul>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>10.2 Distinguish among forms of literature (<i>for example, poetry, fiction, nonfiction, and drama</i>).</p> <ul style="list-style-type: none"> <li>□ Discriminate between fairy tales and fables.</li> <li>□ Identify the characteristics of non-fiction through an analysis of biography, autobiography and informational materials.</li> <li>□ Identify a variety of forms of poetry</li> </ul>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing.</p> <ul style="list-style-type: none"> <li>□ Identify the characteristics of fiction through analysis of myth and legend.</li> <li>□ Demonstrate a preference for a specific type of book, author, or particular genre.</li> <li>□ Recognize and use characteristics of various genres (e.g., fiction, nonfiction, poetry, drama) for different purposes and audiences.</li> <li>□ Discriminate between and among fairy tales, fables and tall tales.</li> </ul>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>10.3 Identify the characteristics of various genres (<i>for example, poetry, short story, novel, dramatic literature, informational, and expository nonfiction</i>) as forms with distinct characteristics and purposes.</p> <ul style="list-style-type: none"> <li>□ Compare and contrast examples of different genres for characteristics of form and author's purpose.</li> <li>□ Use knowledge of the structure of fiction to analyze a short story or novel.</li> <li>□ Use knowledge of the structure of informative text to identify purpose, main idea and supporting details.</li> </ul>

**GENERAL STANDARD 11: Theme**

*Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.*

Understanding and articulating theme is at the heart of the act of reading literature. Identification of theme clarifies the student's interpretation of the text. Providing evidence from the text to support an understanding of theme is, like a proof in algebra or geometry, the most essential and elegant demonstration of that understanding.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>11.1 Relate themes in works of fiction and nonfiction to personal experience.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to identify a theme in a story.</li> </ul>	<p>11.1 Relate themes in works of fiction and nonfiction to personal experience.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify a theme in a story and relate it to a personal experience</li> </ul>	<p>11.1 Relate themes in works of fiction and nonfiction to personal experience.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Relate themes in works of fiction to the experiences of others.</li> </ul>	<p>11.1 Relate themes in works of fiction and nonfiction to personal experience.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the key ideas in a biography and autobiography and relate it to personal experiences and the experiences of others.</li> <li><input type="checkbox"/> Identify themes in fiction and topics or key ideas in non-fiction.</li> </ul>	<p>(Continue to address earlier standard as needed and as it applies to more difficult texts.)</p> <p>11.2 Identify themes as lessons in stories and poems.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize and analyze the theme of a story and relate it to personal experience.</li> <li><input type="checkbox"/> Analyze how the theme or topics/key ideas support the main idea of the selection.</li> <li><input type="checkbox"/> Compare similar themes across a variety of selections and genres.</li> </ul>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>11.2 Identify themes as lessons in folktales, fables, and Greek myths for children.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compare/contrast ideas within a theme and relate it to personal experiences.</li> <li><input type="checkbox"/> Analyze how the theme or topics/key ideas support the main idea of the selection.</li> <li><input type="checkbox"/> Distinguish the theme from the topic.</li> </ul>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>11.3 Apply knowledge of the concept that theme refers to the main idea and meaning of a selection.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the main idea of a selection and provide examples of implied or directly stated evidence.</li> <li><input type="checkbox"/> Identify the theme and topic of a selection.</li> <li><input type="checkbox"/> Compare and contrast the themes of a variety of selections.</li> </ul>

**GENERAL STANDARD 12: Fiction**

*Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.*

We learn from stories. They are vehicles for a student's development of empathy, of moral sensibility, and of understanding. The identification and analysis of elements of fiction - plot, conflict, setting, character development, and foreshadowing - make it possible for students to think more critically about stories, to respond to them in more complex ways, to reflect on their meanings, and to compare them to each other.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>12.1 Identify the elements of plot, character, and setting in a favorite story.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to identify the characters, setting, problem/goal and sequence of events of a story with teacher support.</li> </ul>	<p>12.1 Identify the elements of plot, character, and setting in a favorite story.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the characters, setting, problem/goal and sequence of events of a story.</li> <li><input type="checkbox"/> Identify the solution/resolution to the problem in a story.</li> </ul>	<p>12.1 Identify the elements of plot, character, and setting in a favorite story.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Retell the plot of a story.</li> <li><input type="checkbox"/> Use the elements of plot, character, and setting to write or tell a story in small groups or independently.</li> </ul>	<p>12.1 Identify the elements of plot, character, and setting in a favorite story.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Retell the plot of a story.</li> <li><input type="checkbox"/> Use the elements of plot, character, and setting to write a story.</li> <li><input type="checkbox"/> Make predictions based on prior knowledge and plot.</li> <li><input type="checkbox"/> Compare and contrast elements of plot, character and settings among stories.</li> <li><input type="checkbox"/> Summarize the plot of a story.</li> </ul>	<p>(Continue to address earlier standard as needed and as it applies to more difficult texts.)</p> <p>12.2 Identify the elements of fiction (<i>problem, solution, character, and setting</i>).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide evidence from the text to support understanding of story elements.</li> </ul>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>12.2 Identify and analyze the elements of plot, character, and setting in the stories they read and write.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze literature based on the elements of fiction and structures of nonfiction and provide evidence from the text to support their understanding.</li> </ul>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>12.3 Identify the elements of setting, characterization, conflict and plot.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the significant traits of major characters from reading and cite examples from the text to give evidence.</li> <li><input type="checkbox"/> Identify the major conflict in a story and discuss the resolution.</li> </ul>

**GENERAL STANDARD 13: Nonfiction**

*Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.*

Most students regularly read newspapers, magazines, journals, or textbooks. The identification and understanding of common expository organizational structures help students to read challenging nonfiction material. Knowledge of the textual and graphic features of nonfiction extends a student's control in reading and writing informational texts.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>13.1 Identify and use knowledge of common textual features (title, headings, captions, key words, table of contents).</p> <ul style="list-style-type: none"> <li>□ Contribute facts known about a topic through personal experience and/or from books in a discussion or in completing a graphic organizer (e.g., a K-W-L chart).</li> </ul>	<p>13.1 Identify and use knowledge of common textual features (title, headings, captions, key words, table of contents).</p> <p>13.2 Identify and use knowledge of common graphic features (illustrations, type size).</p> <ul style="list-style-type: none"> <li>□ Contribute to a class list of facts about the topic.</li> <li>□ Comprehend main idea of basic non-fiction materials.</li> </ul>	<p>13.1 Identify and use knowledge of common textual features (title, headings, captions, key words, table of contents).</p> <p>13.2 Identify and use knowledge of common graphic features (illustrations, type size).</p> <p>13.3 Make predictions about the content of a text using prior knowledge and text and graphic features.</p> <ul style="list-style-type: none"> <li>□ Comprehend main idea of basic non-fiction materials.</li> <li>□ Use facts gained to display, communicate, or transmit information.</li> <li>□ Use knowledge of common textual and graphic features to gain meaning from informational material.</li> </ul>	<p>13.3 Make predictions about the content of a text using prior knowledge and text and graphic features.</p> <p>13.4 Explain whether predictions about the content of a text were confirmed or disconfirmed and why.</p> <p>13.5 Restate main ideas and important facts from a text heard or read.</p> <ul style="list-style-type: none"> <li>□ Use facts to compare and contrast information.</li> <li>□ Use common textual and graphic features, including organizational structure and chronological order to gain meaning from informational material.</li> </ul>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>13.6 Identify and use knowledge of common textual features (<i>for example, title, headings, key words, captions, paragraphs, table of contents, glossary</i>).</p> <p>13.7 Identify and use knowledge of common graphic features (<i>for example, charts, graphs, maps, diagrams, illustrations, captions</i>).</p> <p>13.8 Identify common organizational structures (<i>for example, chronological order</i>).</p> <p>13.9 Locate facts that answer the reader's questions.</p> <p>13.10 Distinguish cause from effect.</p> <p>13.11 Distinguish fact from fiction.</p> <p>13.12 Identify main ideas and supporting details.</p> <ul style="list-style-type: none"> <li>□ Collect and analyze factual information to display and communicate information.</li> <li>□ Recognize cause and effect relationships.</li> <li>□ Use graphic organizers to interpret information and as a pre-writing tool.</li> <li>□ Identify, use and create captions.</li> </ul>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>13.6 Identify and use knowledge of common textual features (<i>for example, paragraphs, topic sentences, concluding sentences, glossary</i>).</p> <p>13.7 Identify and use knowledge of common graphic features (<i>for example, charts, maps, diagrams, illustrations</i>).</p> <p>13.8 Identify and use knowledge of common organizational structures (<i>for example, chronological order</i>).</p> <p>13.9 Locate facts that answer the reader's questions.</p> <p>13.10 Distinguish cause from effect.</p> <p>13.11 Distinguish fact from opinion or fiction.</p> <p>13.12 Summarize main ideas and supporting details.</p> <ul style="list-style-type: none"> <li>□ Identify and use text graphic features and organizational structure in composing reports or presentations</li> <li>□ Use non-fiction information to develop a presentation that includes visuals (e.g., timelines, charts, maps, headings, key words).</li> <li>□ Use graphic organizers to interpret information and as a pre-writing tool.</li> </ul>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>13.13 Identify and use knowledge of common textual features (<i>for example, title, headings, key words, captions, table of contents, index, glossary</i>).</p> <p>13.14 Identify and use knowledge of common graphic features (<i>for example, graphs, charts, maps, diagrams, captions, illustrations</i>).</p> <p>13.15 Identify and use knowledge of common organizational structures (<i>for example, chronological order, cause and effect</i>).</p> <p>13.16 Identify and summarize main ideas, supporting ideas, and supporting details.</p> <ul style="list-style-type: none"> <li>□ Given informational materials, complete an appropriate graphic organizer (e.g., cause and effect, sequence, compare/contrast, main idea/supporting details).</li> <li>□ Using the information from a given graphic organizer, write reports or give presentations using common graphic and textual features.</li> <li>□ Use knowledge of graphic features to gain information from an expository text.</li> </ul>

**GENERAL STANDARD 14: Poetry**

*Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding.* (See also Standard 15.)

From poetry we learn the language of heart and soul, with particular attention paid to rhythm and sound, compression and precision, the power of images, and the appropriate use of figures of speech. And yet it is also the genre that is most playful in its attention to language, where rhyme, pun, and hidden meanings are constant surprises. The identification and analysis of the elements generally associated with poetry - metaphor, simile, personification, and alliteration - have an enormous impact on student reading and writing not only in poetry, but in other genres as well.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>14.1 Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Imitate rhythmic patterns.</li> <li><input type="checkbox"/> Make up real or nonsense words that rhyme.</li> </ul>	<p>14.1 Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify rhyming patterns.</li> <li><input type="checkbox"/> Listen for poetic language.</li> <li><input type="checkbox"/> Identify and name the rhyming words in a given poem.</li> </ul>	<p>14.1 Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the theme of the poem.</li> <li><input type="checkbox"/> Identify the rhyming pattern in the poem.</li> <li><input type="checkbox"/> Create poems using basic rhyming patterns (end rhymes).</li> </ul>	<p>14.1 Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify theme of the poem.</li> <li><input type="checkbox"/> Identify different types of poems such as acrostic, haiku, and cinquain.</li> <li><input type="checkbox"/> Create inventive poetry (e.g., alphabet, acrostic, shape, name poetry).</li> <li><input type="checkbox"/> Identify/ recognize stanzas.</li> <li><input type="checkbox"/> Recognize rhyming patterns and end rhymes.</li> <li><input type="checkbox"/> Define poetry related terminology (e.g., rhythm, rhyme, stanza, etc.).</li> </ul>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>14.2 Identify rhyme and rhythm, repetition and language appealing to the senses in poems.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify theme and provide evidence from the text.</li> <li><input type="checkbox"/> Respond and analyze the effect of sound (e.g., alliteration, repetition, onomatopoeia).</li> <li><input type="checkbox"/> Identify and create poems using a variety of patterns such as, free verse, haiku, limericks, alphabetical, acrostic, shape, and name.</li> <li><input type="checkbox"/> Recognize stanza.</li> </ul>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>14.2 Identify rhyme and rhythm, repetition, similes, and sensory images in poems.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze and respond to poems using rhythm and/or rhyme.</li> <li><input type="checkbox"/> Identify and use a variety of patterns in poetry, such as free verse, haiku, cinquain, couplets, limericks, alphabetical, acrostic, shape, and name.</li> <li><input type="checkbox"/> Recognize stanza and end rhymes.</li> <li><input type="checkbox"/> Identify theme and provide evidence from the text.</li> <li><input type="checkbox"/> Respond to and analyze the effect of sound (e.g., alliteration, repetition, onomatopoeia).</li> </ul>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry:</p> <ul style="list-style-type: none"> <li>- sound (<i>alliteration, onomatopoeia, rhyme scheme</i>);</li> <li>- figurative language (<i>personification, metaphor, simile, hyperbole</i>); and</li> <li>- graphics (<i>capital letters, line length</i>).</li> <li><input type="checkbox"/> Identify and analyze examples of alliteration, onomatopoeia, assonance, and consonance in a selection and give evidence from the text to support this.</li> <li><input type="checkbox"/> Identify the theme of a given poem and provide evidence from the text to support this claim.</li> <li><input type="checkbox"/> Identify rhyme scheme and rhythm.</li> </ul>

**GENERAL STANDARD 15: Style and Language**

*Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.* (See also Standard 14.)

Above all, authors are wordsmiths, plying their craft at the level of word and sentence - adding, subtracting, and substituting, changing word order, even using punctuation to shift the rhythm and flow of language. Much of a student's delight in reading can come from identifying and analyzing how an author shapes a text.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>15.1 Identify the senses implied in words appealing to the senses in literature and spoken language.</p> <ul style="list-style-type: none"> <li>□ Begin to identify and use words that relate to the senses (e.g., bumpy, itchy, cold, sour, loud).</li> <li>□ Begin to identify and use words that make direct/indirect comparisons.</li> </ul>	<p>15.1 Identify the senses implied in words appealing to the senses in literature and spoken language.</p> <ul style="list-style-type: none"> <li>□ Identify and use words that relate to the senses (e.g., bumpy, itchy, cold, sour, loud).</li> <li>□ Identify and use words that make direct/indirect comparisons.</li> </ul>	<p>15.1 Identify the senses implied in words appealing to the senses in literature and spoken language.</p> <ul style="list-style-type: none"> <li>□ Identify words that relate to the senses (bumpy, itchy, cold, sour, loud).</li> <li>□ Identify elements of personification.</li> <li>□ Identify words that make comparisons.</li> <li>□ Identify similes.</li> <li>□ Identify and explain specific examples that suggest mood (e.g., ghost stories, tall tales).</li> </ul>	<p>15.1 Identify the senses implied in words appealing to the senses in literature and spoken language.</p> <ul style="list-style-type: none"> <li>□ Identify and explain specific examples that suggest mood (ghost stories, tall tales) when read to.</li> <li>□ Identify elements of personification, alliteration, and onomatopoeia.</li> <li>□ Identify similes and metaphors.</li> <li>□ Identify and use vivid, colorful vocabulary in writing and speaking.</li> </ul>	<p>(Continue to address earlier standard as needed and as it applies to more difficult texts)</p> <p>15.2 Identify words appealing to the senses or involving direct comparisons in literature and spoken language.</p> <ul style="list-style-type: none"> <li>□ Identify and explain specific examples of comparison in literature (similes, metaphor, personification).</li> <li>□ Identify and use strong, colorful vocabulary – orally and in composition.</li> <li>□ Model a descriptive paragraph after a chosen writer.</li> <li>□ Identify and use sound devices such as repetition, alliteration.</li> </ul>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>15.2 Identify words appealing to the senses or involving direct comparisons in literature and spoken language.</p> <ul style="list-style-type: none"> <li>□ Use literary comparisons in writing (simile, metaphor, personification).</li> <li>□ Identify and use hyperbole.</li> <li>□ Model a descriptive paragraph after a chosen writer.</li> <li>□ Identify and use sound devices.</li> </ul>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>15.3 Identify sensory details, figurative language, rhythm, or flow when responding to literature.</p> <p>15.4 Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.</p> <ul style="list-style-type: none"> <li>□ Understand the use of sensory words in literature and be able to identify them.</li> <li>□ Identify the use of the following sound devices: repetition, rhyme, rhythm, alliteration, and onomatopoeia.</li> <li>□ Identify and use direct and indirect comparison in literature through: simile, metaphor, and personification.</li> </ul>

**GENERAL STANDARD 16: Myth, Traditional Narrative, and Classical Literature**

*Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.*

Young students enjoy the predictable patterns, excitement, and moral lessons of traditional stories. In the middle grades, knowledge of the character types, themes, and structures of these stories enables students to perceive similarities and differences when they compare traditional narratives from different cultures. In the upper grades, students can describe how authors through the centuries have drawn on traditional patterns and themes as archetypes in their writing, deepening their interpretations of these authors' works.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>16.1 Identify familiar forms of traditional literature (<i>Mother Goose rhymes, fairy tales, lullabies</i>) read aloud.</p> <ul style="list-style-type: none"> <li>□ Begin to retell or dramatize traditional literature with teacher support.</li> <li>□ Begin to identify and predict recurring phrases (e.g., <i>Once upon a time</i>) in traditional literature</li> </ul>	<p>16.1 Identify familiar forms of traditional literature (<i>Mother Goose rhymes, fairy tales, lullabies</i>) read aloud.</p> <ul style="list-style-type: none"> <li>□ Retell or dramatize traditional literature.</li> <li>□ Identify and predict recurring phrases (e.g., <i>Once upon a time</i>) in traditional literature.</li> </ul>	<p>16.1 Identify familiar forms of traditional literature (<i>Mother Goose rhymes, fairy tales, lullabies</i>) read aloud.</p> <p>16.2 Retell or dramatize traditional literature.</p> <p>16.3 Identify and predict recurring phrases (e.g., <i>Once upon a time</i>) in traditional literature.</p>	<p>16.1 Identify familiar forms of traditional literature (<i>Mother Goose rhymes, fairy tales</i>) read aloud.</p> <p>16.2 Retell or dramatize traditional literature. 16.3 Identify and predict recurring phrases (e.g., <i>Once upon a time</i>) in traditional literature.</p>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>16.4 Identify natural events explained in origin myths (<i>Prometheus/fire; Pandora/evils</i>).</p> <p>16.6 Acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology and other traditional literature.</p>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>16.4 Identify phenomena explained in origin myths (<i>for example, Prometheus/fire; Pandora/evils</i>).</p> <p>16.5 Identify the adventures or exploits of a character type in traditional literature.</p> <p>16.6 Acquire knowledge of culturally significant characters and events in Greek, Roman mythology and other traditional literature.</p>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>16.7 Compare examples of traditional literature from a different culture (<i>for example, American folktales</i>).</p> <p>16.8 Identify common structures (<i>for example, magic helper, rule of three, transformation</i>) and stylistic elements (<i>for example, hyperbole, refrain, simile</i>) in traditional literature.</p>

**GENERAL STANDARD 17: Dramatic Literature**

*Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.* (See also Standards 12, 18, 27 and the Theatre Strand of the *Arts Curriculum Framework*.)

Since ancient times, drama has entertained, informed, entranced, and transformed us as we willingly enter into the other worlds created on stage and screen. In reading dramatic literature, students learn to analyze the techniques playwrights use to achieve their magic. By studying plays, as well as film, television shows, and radio scripts, students learn to be more critical and selective readers, listeners, and viewers of drama.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>17.1 Identify the elements of dialogue and use them in informal plays.</p> <ul style="list-style-type: none"> <li>□ Practice simple character dialogues (e.g., <i>The Three Little Pigs</i>).</li> </ul>	<p>17.1 Identify the elements of dialogue and use them in informal plays.</p>	<p>17.1 Identify the elements of dialogue and use them in informal plays.</p>	<p>17.1 Identify the elements of dialogue and use them in informal plays.</p>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts)</p> <p>17.3 Identify and analyze structural elements particular to dramatic literature (<i>for example, scenes, acts, cast of characters, stage directions</i>) in the plays they read, view, write and perform.</p>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>17.2 Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed.</p>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>17.3 Identify and analyze structural elements particular to dramatic literature (<i>for example, scenes, acts, cast of characters, stage directions</i>) in the plays they read, view, write, and perform.</p> <p>17.4 Identify and analyze the similarities and differences between a narrative text and its film or play version.</p>

**GENERAL STANDARD 18: Dramatic Reading and Performance\***

*Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.* (See also Standards 17, 19, 27, and the Theatre Strand of the *Arts Curriculum Framework*.)

Rehearsal and performance involve memorization and the use of expressive speech and gestures. Because of their repetitive nature, they demand of student actors a level of active engagement that surpasses that of reading. The excitement and satisfaction of performing in front of an audience should be part of every student's school experience.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18.1 Rehearse and perform stories, plays, and poems for an audience.	18.1 Rehearse and perform stories, plays, and poems for an audience using eye contact, and appropriate volume.	18.1 Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection. (See Standard 3.)	18.1 Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection. (See Standard 3.)	<p>(Continue to address earlier standard as needed and as it applies to more difficult texts.)</p> <p>18.2 Plan and perform readings of selected texts for an audience, using clear diction and voice quality (<i>volume, tempo, pitch, tone</i>) appropriate to the selection, and use teacher-developed assessment criteria to prepare presentations.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan and perform a variety of dramatic activities (e.g., Readers Theater, choral poetry readings, speeches, plays, etc).</li> <li><input type="checkbox"/> Identify criteria to assess audience needs.</li> <li><input type="checkbox"/> Memorize poems, recitations or roles in a play and present in appropriate forum according to teacher-developed assessment criteria.</li> </ul>	<p>(Continue to address earlier standard as needed and as it applies to more difficult texts.)</p> <p>18.2 Plan and perform readings of selected texts for an audience, using clear diction and voice quality (<i>volume, tempo, pitch, tone</i>) appropriate to the selection, and use teacher-developed assessment criteria to prepare presentations.</p>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.)</p> <p>18.3 Develop characters through the use of basic acting skills (<i>memorization, sensory recall, concentration, diction, body alignment, expressive detail</i>) and self-assess using teacher-developed criteria before performing.</p>

**GENERAL STANDARD 19: Writing**

*Students will write with a clear focus, coherent organization, and sufficient detail.*

We write to tell stories, to record actual and imagined sights, sounds, and experiences, to provide information and opinion, to make connections, and to synthesize ideas. From their earliest years in school, students learn to provide a clear purpose and sequence for their ideas in order to make their writing coherent, logical, and expressive.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>For imaginative/literary writing: *</b> 19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story. 19.2 Dictate sentences for a story.</p> <p><b>For informational/expository writing:</b> 19.3 Draw pictures and/or use letters or phonetically spelled words to give others information. 19.4 Dictate sentences for a letter or directions. <input type="checkbox"/> Begin to demonstrate understanding that print carries a message.</p>	<p><b>For imaginative/literary writing: *</b> 19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story. 19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence. <b>For informational/expository writing:</b> 19.3 Draw pictures and/or use letters or phonetically spelled words to give others information. 19.4 Dictate sentences for a letter or directions and collaborate to put the sentences in order. <input type="checkbox"/> Follow left to right progression. <input type="checkbox"/> Use phonetic spelling to write. <input type="checkbox"/> Write words to convey thought. <input type="checkbox"/> Engage in emergent writing. <input type="checkbox"/> Dictate sentences/stories. <input type="checkbox"/> Demonstrate understanding that writing and drawing are different. <input type="checkbox"/> Use known letters or approximations of letters to represent written language. <input type="checkbox"/> Demonstrate understanding that print carries a message.</p>	<p>(Continue to address earlier standards as needed.) <b>For imaginative/literary writing: *</b> 19.5 Write or dictate stories that have a beginning, middle, and end. <b>For informational/expository writing:</b> 19.7 Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order. <input type="checkbox"/> Engage in journal writing/learning log. <input type="checkbox"/> Write a paragraph with a topic sentence. <input type="checkbox"/> Engage in collaborative writing. <input type="checkbox"/> Engage in oral conversation about writing as a prewriting activity. <input type="checkbox"/> Write simple and compound sentences. <input type="checkbox"/> Organize ideas before writing, using graphic organizers.</p>	<p><b>For imaginative/literary writing: *</b> 19.5 Write stories that have a beginning, middle, and end. <input type="checkbox"/> Write a paragraph with a topic sentence and at least three related details. <input type="checkbox"/> Write a short story with basic story elements (plot, setting, characters). 19.6 Write short poems. <b>For informational/expository writing:</b> 19.7 Write letters, directions, or short accounts of personal experiences that follow a logical order. <input type="checkbox"/> Use narrative, descriptive, report writing, and letter writing emphasizing beginning, middle, and end. <input type="checkbox"/> Use a variety of sentence structures in writing. <input type="checkbox"/> Organize ideas before writing using graphic organizers. <input type="checkbox"/> Write a two-paragraph essay. 19.8 Write research questions.</p>	<p>(Continue to address earlier standards as needed and as they apply to more difficult texts.) <b>For imaginative/literary writing:*</b> 19.9 Write stories that have a beginning, middle, and end and a description of the setting. 19.10 Write short poems that contain simple sense descriptions. <b>For informational/expository writing:</b> 19.11 Write brief summaries of information gathered through research. 19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support. 19.13 Write an account based on personal experience that has a clear focus and supporting detail. <input type="checkbox"/> Engage in journal writing. <input type="checkbox"/> Respond to open-ended questions in all content areas. <input type="checkbox"/> Organize ideas before writing, using graphic organizers. <input type="checkbox"/> Write in an expository format. <input type="checkbox"/> Write an essay and/or composition with developed story elements (plot, character, setting, beginning theme). <input type="checkbox"/> Write a three-paragraph essay.</p>	<p>(Continue to address earlier standards as needed.) <b>For imaginative/literary writing:*</b> 19.9 Write stories that have a beginning, middle, and end and contain details of setting. 19.10 Write short poems that contain simple sense details. <b>For informational/expository writing:</b> 19.11 Write brief summaries of information gathered through research. 19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support. 19.13 Write an account based on personal experience that has a clear focus and sufficient supporting detail. <input type="checkbox"/> Engage in journal writing. <input type="checkbox"/> Use expository formats to write persuasive and informational pieces. <input type="checkbox"/> Respond to open-ended questions in all content areas. <input type="checkbox"/> Use a variety of strategies to generate ideas, plan, organize, and draft a piece of writing. <input type="checkbox"/> Write a well-organized, five-paragraph essay with a clear focus that develops a main idea with supporting details, given an appropriate graphic organizer.</p>	<p>(Continue to address earlier standards as needed.) <b>For imaginative/literary writing:*</b> 19.14 Write stories or scripts containing the basic elements of fiction (<i>for example, characters, dialogue, setting, plot with a clear resolution</i>). 19.15 Write poems using poetic techniques (<i>for example, alliteration, onomatopoeia</i>), figurative language (<i>simile, metaphor</i>), and graphic elements (<i>for example, capital letters, line length</i>). <b>For informational/expository writing:</b> 19.16 Write brief research reports with clear focus and supporting detail. 19.17 Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion. 19.18 Write formal letters to correspondents such as authors, newspapers, businesses, or government officials. <input type="checkbox"/> Use a variety of strategies to generate ideas, plan, organize, draft, and revise a piece of writing. <input type="checkbox"/> Write an essay with a clear focus that develops a main idea with supporting details, given an appropriate graphic organizer. <input type="checkbox"/> Use topic sentences in writing. <input type="checkbox"/> Offer specific supporting details for the topic sentence. <input type="checkbox"/> Using concluding sentence. <input type="checkbox"/> Use simple transitional words or phrases. <input type="checkbox"/> Write a variety of paragraphs (e.g., narrative, informative, sequential, persuasive, compare/contrast). <input type="checkbox"/> Demonstrate ability to respond to directions in writing.</p>

**GENERAL STANDARD 20: Consideration of Audience and Purpose**

*Students will write for different audiences and purposes.* (See also Standards 3, 6, and 19.)

When students adapt their writing for a variety of purposes, they learn that different organizational strategies, word choices, and tones are needed. They learn that this is also true when considering audience. Through the process students gain a deeper understanding of the world around them and grow in their ability to influence it.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>20.1 Use a variety of forms or genres when writing for different purposes.</p> <ul style="list-style-type: none"> <li>□ Create different forms or genres of writing (e.g., morning message, signs, letters, cards) with teacher structure and support.</li> </ul>	<p>20.1 Use a variety of forms or genres when writing for different purposes.</p> <ul style="list-style-type: none"> <li>□ Contribute to a class chart story and morning message.</li> <li>□ Identify forms or genres of writing (e.g., morning message, poem).</li> </ul>	<p>20.1 Use a variety of forms or genres when writing for different purposes.</p> <ul style="list-style-type: none"> <li>□ Write for different audiences and purposes using teacher selected genre: thank you note; book report; simple non-fiction report</li> </ul>	<p>20.1 Use a variety of forms or genres when writing for different purposes.</p> <ul style="list-style-type: none"> <li>□ Write for different audiences and purposes using teacher or self selected genre (e.g., letters to a friend, invitations, non-fiction report, book reports, poem, narrative, biography, autobiography, fable).</li> </ul>	<p>(Continue to address earlier standards as needed.)</p> <p>20.2 Use appropriate language for different audiences (<i>other students, parents</i>) and purposes (<i>letter to a friend, thank you note, invitation</i>).</p> <ul style="list-style-type: none"> <li>□ Write for different audiences and purposes using teacher-selected genre (e.g., research/non-fiction reports, biography, tall tale, historical-fiction.)</li> </ul>	<p>(Continue to address earlier standards as needed.)</p> <p>20.2 Use appropriate language for different audiences (<i>for example, other students, parents</i>) and purposes (<i>for example, letter to a friend, thank you note, invitation</i>).</p> <ul style="list-style-type: none"> <li>□ Select an appropriate form or genre for a specific audience and/or purpose when writing (for example, legends/myths, persuasive piece, characterizations, poem, descriptive piece),</li> </ul>	<p>(Continue to address earlier standards as needed.)</p> <p>20.3 Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.</p> <ul style="list-style-type: none"> <li>□ Given the organizational format of the writing assignment, examine and review their writing to match the format (e.g., friendly letter, narrative, expository, poetry, etc.)</li> <li>□ Write with awareness of audience and purpose.</li> <li>□ Demonstrate skills in: expository writing; persuasive writing, narrative, and literary writing.</li> </ul>

**GENERAL STANDARD 21: Revising**

*Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.*

A flawless first draft is a rarity, even for the most gifted writer. Writing well requires two processes that sometimes appear to be in opposition: creating and criticizing. As they expand their imaginative thinking on paper, students must at the same time learn the patience and discipline required to reshape and polish their final work. Revising to get thoughts and words just right can be the most difficult part of writing, and also the most satisfying.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.</p>	<p>21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.</p> <ul style="list-style-type: none"> <li>□ Draw pictures with labels to sequence stories.</li> <li>□ Contribute to modeled-writing activities.</li> </ul>	<p>21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.</p>	<p>21.1 After writing a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.</p> <ul style="list-style-type: none"> <li>□ Use content-focused correction areas to revise (e.g., sequence, topic sentence, detail, story elements)</li> </ul>	<p>(Continue to address earlier standard as needed.)</p> <p>21. 2 Revise writing to improve level of detail after determining what could be added or deleted.</p> <p>21.3 Improve word choice by using dictionaries.</p> <ul style="list-style-type: none"> <li>□ Rewrite and revise multiple drafts.</li> <li>□ Use detail and logical sequence in their own writing.</li> <li>□ Construct a paragraph that includes use of indentation, topic and closing sentences, and supporting details.</li> <li>□ Improve the level of detail, add information, and determine a logical sequence in their writing.</li> </ul>	<p>(Continue to address earlier standard as needed.)</p> <p>21.2 Revise writing to improve level of detail after determining what could be added or deleted.</p> <p>21.3 Improve word choice by using dictionaries.</p> <ul style="list-style-type: none"> <li>□ Improve word choice by using a thesaurus.</li> <li>□ Proofread for mechanics, word usage, and sentence structure.</li> <li>□ Use detail and logical sequence.</li> <li>□ Construct a composition that includes use of indentation, topic and closing sentences, and supporting details.</li> <li>□ Rewrite and revise multiple drafts for content.</li> <li>□ Demonstrate voice/tone in writing.</li> <li>□ Use focused correction areas to guide writing.</li> </ul>	<p>(Continue to address earlier standards as needed.)</p> <p>21.4 Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.</p> <p>21.5 Improve word choice by using dictionaries or thesauruses.</p> <ul style="list-style-type: none"> <li>□ Given the organizational format of the writing assignment, examine and review their writing to match the format (e.g., friendly letter, narrative, expository, poetry, etc.)</li> <li>□ Examine and revise their writing to improve the logical sequence.</li> <li>□ In a writing conference, review and revise to improve the level of detail in their writing.</li> <li>□ In a writing conference, discuss and use appropriate tools i.e., dictionary, etc. to improve word choice in their writing.</li> <li>□ Demonstrates developmentally appropriate competence in: word choice and variety; sequence; sentence variety; supporting detail.</li> </ul>

**GENERAL STANDARD 22: Standard English Conventions**

*Students will use knowledge of Standard English conventions in their writing, revising, and editing.*

We write to make connections with the larger world. A writer's ideas are more likely to be taken seriously when the words are spelled accurately and the sentences are grammatically correct. Use of Standard English conventions helps readers understand and follow the writer's meaning, while errors can be distracting and confusing. Standard English conventions are the "good manners" of writing and speaking that make communication fluid.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>22.1 Print upper- and lower-case letters of the alphabet.</p> <ul style="list-style-type: none"> <li>□ Write name using capital first letter.</li> </ul>	<p>22.1 Print upper- and lower-case letters of the alphabet.</p> <ul style="list-style-type: none"> <li>□ Write name using correct spelling and capital first letter.</li> <li>□ Capitalize the word "I" in written work.</li> <li>□ Use capital and lower case letters correctly.</li> <li>□ Use spacing between words and lines.</li> </ul>	<p>(Continue to address earlier standard as needed.)</p> <p>22.2 Use correct standard English mechanics such as: printing upper- and lower-case letters legibly and using them to make words; separating words with spaces; understanding and applying rules for capitalization at the beginning of a sentence, for names and places ("<i>Janet</i>," "<i>I</i>," "<i>George Washington</i>," "<i>Springfield</i>"), and capitalization and commas in dates ("<i>February 24, 2001</i>"); using correct spelling of sight and/or spelling words; and using appropriate end marks such as periods and question marks.</p> <ul style="list-style-type: none"> <li>□ Edit for mechanics, word usage, and sentence structure with teacher guidance and peer support.</li> </ul>	<p>(Continue to address earlier standards as needed.)</p> <p>22.2 Use correct standard English mechanics such as: - forming cursive upper- and lower-case letters legibly and using them to make words; - separating words with spaces; - understanding and applying rules for capitalization at the beginning of a sentence, for names and places ("<i>Janet</i>," "<i>I</i>," "<i>George Washington</i>," "<i>Springfield</i>"), and capitalization and commas in dates ("<i>February 24, 2001</i>"); - using correct spelling of sight and/or spelling words; and - using appropriate end marks such as periods and question marks.</p> <ul style="list-style-type: none"> <li>□ Edit for: correct use of end marks; capitalization including proper nouns; commas in the date, in a series, and in a friendly letter; use of period after initials and common abbreviations; subject/verb agreement.</li> <li>□ Introduce editing for correct use of quotation marks in conversation.</li> <li>□ Begin to peer edit for mechanics.</li> </ul>	<p>(Continue to address earlier standards as needed.)</p> <p>22.3 Write legibly in cursive, leaving space between letters in a word and between words in a sentence.</p> <p>22.4 Use knowledge of correct mechanics (<i>end marks, commas for series, capitalization</i>), usage (<i>subject and verb agreement in a simple sentence</i>), and sentence structure (<i>elimination of fragments</i>) when writing and editing.</p> <p>22.5 Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.</p> <p>22.6 Spell most commonly used homophones correctly in their writing (<i>there, they're, their; two, too, to</i>).</p> <ul style="list-style-type: none"> <li>□ Self and peer edit for: word usage and sentence structure; commas between city and state, and words in a series; apostrophes in contractions and possessives subject/verb agreement.</li> <li>□ Proofread for mechanics, word usage, and sentence structure.</li> </ul>	<p>(Continue to address earlier standards as needed.)</p> <p>22.3 Write legibly in cursive, leaving space between letters in a word and between words in a sentence.</p> <p>22.4 Use knowledge of: correct mechanics (<i>end marks, commas for series, capitalization</i>), usage (<i>subject and verb agreement in a simple sentence</i>), and sentence structure (<i>elimination of fragments</i>) when writing and editing.</p> <p>22.5 Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.</p> <p>22.6 Spell most commonly used homophones correctly in their writing (<i>there, they're, their; two, too, to</i>).</p> <ul style="list-style-type: none"> <li>□ Edit (self and peer) for spelling, punctuation (including apostrophes in singular and plural possessive nouns), capitalization, usage, and sentence structure.</li> </ul>	<p>(Continue to address earlier standards as needed.)</p> <p>22.7 Use additional knowledge of correct mechanics (<i>apostrophes, quotation marks, comma use in compound sentences, paragraph indentations</i>), correct sentence structure (<i>elimination of fragments and run-ons</i>), and correct standard English spelling (<i>commonly used homophones</i>) when writing, revising, and editing.</p> <ul style="list-style-type: none"> <li>□ Demonstrate developmentally appropriate competence in editing for: capitalization and punctuation; spelling; usage; verb tense; subject/verb agreement; pronouns; subject/object agreement; antecedents; possessive; complete sentences.</li> </ul>

**GENERAL STANDARD 23: Organizing Ideas in Writing**

*Students will organize ideas in writing in a way that makes sense for their purpose.*

When ideas are purposefully organized to advance the writer's intentions, they have the greatest impact on the writer's audience. Writers who understand how to arrange their ideas in ways that suit their purposes for writing will achieve greater coherence and clarity.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>23.1 Arrange events in order when writing or dictating.</p> <ul style="list-style-type: none"> <li>□ Begin to arrange 4-6 pictures in correct sequence to tell a story.</li> <li>□ Tell a sequenced story based on pictures presented.</li> </ul>	<p>23.1 Arrange events in order when writing or dictating.</p> <p>23.2 Arrange ideas in a way that makes sense.</p>	<p>23.1 Arrange events in order when writing or dictating.</p> <p>23.2 Arrange ideas in a way that makes sense.</p>	<p>23.1 Arrange events in order when writing. 23.2 Arrange ideas in a way that makes sense.</p>	<p>(Continue to address earlier standards as needed.)</p> <p>23.3 Organize plot events of a story in an order that leads to a climax.</p> <p>23.4 Organize ideas for a brief response to a reading.</p> <p>23.5 Organize ideas for an account of personal experience in a way that makes sense.</p>	<p>(Continue to address earlier standards as needed.)</p> <p>23.3 Organize plot events of a story in an order that leads to a climax.</p> <p>23.4 Organize ideas for a brief response to a reading.</p> <p>23.5 Organize ideas for an account of personal experience in a way that makes sense.</p> <ul style="list-style-type: none"> <li>□ Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.</li> <li>□ Use brainstorming strategies to help organize ideas for a given purpose (e.g., graphic organizers, webs, lists, charts, outlines).</li> </ul>	<p>(Continue to address earlier standards as needed.)</p> <p>23.6 Decide on the placement of descriptive details about setting, characters, and events in stories.</p> <p>23.7 Group related ideas and place them in logical order when writing summaries, reports, essays or responses.</p> <p>23.8 Organize information about a topic into a paragraph with topic sentences, sufficient supporting detail, and concluding sentences.</p>

**GENERAL STANDARD 24: Research\***

*Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.*

As the amount and complexity of knowledge increases, students need to understand the features of the many resources available to them and know how to conduct an efficient and successful search for accurate information.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>24.1 Generate questions and gather information.</p> <p>□ Begin to generate questions and gather information from several sources in the classroom and school.</p>	<p>24.1 Generate questions and gather information from several sources in a classroom, school, or public library.</p>	<p>24.1 Generate questions and gather information from several sources in a classroom, school, or public library.</p>	<p>24.1 Generate questions and gather information from several sources in a classroom, school, or public library.</p>	<p>(Continue to address earlier standard as needed.)</p> <p>24.2 Identify and apply steps in conducting and reporting research:</p> <ul style="list-style-type: none"> <li>- Define the need for information and formulate open-ended research questions.</li> <li>- Initiate a plan for searching for information.</li> <li>- Locate resources.</li> <li>- Evaluate the relevance of the information.</li> <li>- Interpret, use, and communicate the information.</li> <li>- Evaluate the research project as a whole.</li> </ul>	<p>(Continue to address earlier standard as needed.)</p> <p>24.2 Identify and apply steps in conducting and reporting research:</p> <ul style="list-style-type: none"> <li>- Define the need for information and formulate open-ended research questions.</li> <li>- Initiate a plan for searching for information.</li> <li>- Locate resources.</li> <li>- Evaluate the relevance of the information.</li> <li>- Interpret, use, and communicate the information.</li> </ul> <p>-Evaluate the research project as a whole.</p>	<p>(Continue to address earlier standards as needed.)</p> <p>24.3 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects:</p> <ul style="list-style-type: none"> <li>- use an expanded range of print and non-print sources (<i>atlases, data bases, electronic, on-line resources</i>);</li> <li>- follow established criteria for evaluating relevant information;</li> <li>- locate specific information within resources by using indexes, tables of contents, electronic search key words;</li> <li>- organize and present research using the grades 5–6 Learning Standards in the Composition Strand as a guide for writing; and</li> <li>- provide appropriate documentation in a consistent format.</li> </ul>

**GENERAL STANDARD 25: Evaluating Writing and Presentations\***

*Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.*

Achieving a high standard of excellence in writing is a goal for all schools. It is important for students to recognize the hallmarks of superior work so that they know what they need to do in order to improve and polish their writing and speaking. Classrooms and schools that make standards of quality explicit help students learn to become thoughtful critics of their own work.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>25.1 Support judgments about classroom activities or presentations.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Respond to a speaker or story about parts liked best.</li> <li><input type="checkbox"/> Select best work and explain what they like about their choice.</li> <li><input type="checkbox"/> Share with others a published written work (e.g., class book)</li> </ul>	<p>25.1 Support judgments about classroom activities or presentations.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self select best work (pictorial or written) and explain the reason for this choice.</li> <li><input type="checkbox"/> Compare and contrast different versions of a story for its basic elements.</li> <li><input type="checkbox"/> Publish, share and display written work.</li> </ul>	<p>25.1 Support judgments about classroom activities or presentations.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a self-evaluation form to critique work.</li> <li><input type="checkbox"/> Publish, share and display written work.</li> </ul>	<p>25.1 Support judgments about classroom activities or presentations.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a self-evaluation form to critique work.</li> <li><input type="checkbox"/> Use criteria to revise their own work.</li> <li><input type="checkbox"/> Publish, share and display written work.</li> </ul>	<p>(Continue to address earlier standard as needed.)</p> <p>25.2 Form and explain personal standards or judgments of quality, display them in the classroom, and present them to family members.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Judge final project to rubric.</li> <li><input type="checkbox"/> Set personal goals for writing development with teacher.</li> <li><input type="checkbox"/> Set and monitor goals for writing.</li> <li><input type="checkbox"/> Publish, share and display written work.</li> </ul>	<p>(Continue to address earlier standard as needed.)</p> <p>25.2 Form and explain personal standards or judgments of quality, display them in the classroom, and present them to family members.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Judge final product to rubric.</li> <li><input type="checkbox"/> Use proofreading guide or checklist to self and peer edit.</li> <li><input type="checkbox"/> Recognize most misspelled words and make corrections.</li> <li><input type="checkbox"/> Set and monitor goals for writing.</li> <li><input type="checkbox"/> Publish, share and display written work.</li> </ul>	<p>(Continue to address earlier standards as needed.)</p> <p>25.3 Use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate understanding of rubrics.</li> <li><input type="checkbox"/> Create rubrics.</li> <li><input type="checkbox"/> Use prescribed evaluative criteria to address mode, content and style in a variety of presentation deliveries (e.g., compositions, recitations, performances).</li> <li><input type="checkbox"/> Assess own work and work of others using rubrics.</li> </ul>

**GENERAL STANDARD 26: Analysis of Media\***

*Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies, and provide evidence from the works to support their understanding.* (See also Standards 17, 18, 24, 27, and the Theatre Standards of the *Arts Curriculum Framework*.) The electronic mass media developed during the twentieth century - radio, film, video, television, multi-media, and the Internet - have the capacity to convey information, entertain, and persuade in ways that are distinctly different from print media. In English language arts classes, students have traditionally learned to analyze how an author chooses words and manipulates language. Given the prevalence of media in their lives, students also need to be able to analyze how images, sound, and text are used together effectively in the hands of a skillful director or website designer.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26.1 Identify techniques used in television ( <i>animation, close-ups, sound effects, music</i> ) and use knowledge of these techniques to distinguish between facts and misleading information.	26.1 Identify techniques used in television ( <i>animation, close-ups, sound effects, music, graphics</i> ) and use knowledge of these techniques to distinguish between facts and misleading information.	26.1 Identify techniques used in television ( <i>animation, close-ups, wide-angle shots, sound effects, music, graphics</i> ) and use knowledge of these techniques to distinguish between facts and misleading information.	26.1 Identify techniques used in television ( <i>animation, close-ups, wide-angle shots, sound effects, music, graphics</i> ) and use knowledge of these techniques to distinguish between facts and misleading information.	(Continue to address earlier standard as needed and as it applies to more difficult texts or media productions.) 26.2 Compare stories in print with their film adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings.	(Continue to address earlier standard as needed and as it applies to more difficult texts or media productions.) 26.2 Compare stories in print with their film adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings. <input type="checkbox"/> Demonstrate the ability to research a topic using the Internet. <input type="checkbox"/> Assess appropriateness of a website.	(Continue to address earlier standards as needed and as they apply to more difficult texts or media productions.) 26.3 Identify techniques used in educational reference software and websites and describe how these techniques are the same as or different from the techniques used by authors and illustrators of print materials. <input type="checkbox"/> Compare and contrast electronic media with traditional forms of discourse addressing use of text, images and sound. <input type="checkbox"/> Identify within media bias and/or point of view. <input type="checkbox"/> Analyze a piece of media for how it is impacted by images, sound, and text.

**GENERAL STANDARD 27: Media Production\***

*Students will design and create media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.* Students grow up surrounded by television, movies, and the Internet. The availability in schools of recording and editing equipment and computers offers students opportunities to combine text, images, and sounds in their reports and creative works. Putting together an effective media production - whether a relatively simple radio play or a complex film documentary - entails as much discipline and satisfaction as writing a good essay. Both require clarity of purpose, selectivity in editing, and knowledge of the expressive possibilities of the medium used.

Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27.1 Create audiotapes or videotapes for display or transmission.	27.1 Create audiotapes or videotapes for display or transmission. <input type="checkbox"/> Tape Reader's Theater. <input type="checkbox"/> Videotape dramatized story retellings.	27.1 Create audiotapes or videotapes for display or transmission. <input type="checkbox"/> Tape Reader's Theater. <input type="checkbox"/> Videotape dramatized story retellings.	27.1 Create radio scripts, audiotapes or videotapes for display or transmission. <input type="checkbox"/> Tape Reader's Theater. Videotape dramatized story retellings.	(Continue to address earlier standard as needed as it applies to more difficult texts or media productions.) 27.2 Create presentations using computer technology.	(Continue to address earlier standard as needed as it applies to more difficult texts or media productions.) 27.2 Create presentations using computer technology.	(Continue to address earlier standards as needed as they apply to more difficult texts or media productions.) 27.3 Create a media production using effective images, text, music, sound effects, or graphics. <input type="checkbox"/> Plan and present an age appropriate effective media production with attention to audience, purpose and medium.