

Kindergarten	Grade 1	Grade 2
<p>Standard 1 Reading Word Recognition, Fluency, and Vocabulary Development</p> <p><i>Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.</i></p>	<p>Standard 1 – READING: Word Recognition, Fluency, and Vocabulary Development</p> <p><i>Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.</i></p>	<p>Standard 1 – READING: Word Recognition, Fluency, and Vocabulary Development</p> <p><i>Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.</i></p>
<p>Concepts about Print</p> <p>K.1.1 Identify the front cover, back cover, and title page of a book.</p> <p>K.1.2 Follow words from left to right and from top to bottom on the printed page.</p> <p>K.1.3 Understand that printed materials provide information.</p> <p>K.1.4 Recognize that sentences in print are made up of separate words.</p> <p>K.1.5 Distinguish letters from words.</p> <p>K.1.6 Recognize and name all capital and lowercase letters of the alphabet.</p>	<p>Concepts about Print</p> <p>1.1.1 Match oral words to printed words.</p> <p>1.1.2 Identify letters, words, and sentences.</p> <p>1.1.3 Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.</p>	
<p>Phonemic Awareness*</p> <p>K.1.7 Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order.</p> <p>Example: Listen to the sounds /f/, /m/, /s/, or /l/, /n/, /v/. Tell how many sounds were heard and whether any sounds were the same.</p> <p>K.1.8 Listen and say the changes in spoken syllables (a</p>	<p>Phonemic Awareness</p> <p>1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).</p> <p>Example: Tell the sound that comes at the beginning of the word <i>sun</i>. Tell the sound that comes at the end of the word <i>cloud</i>. Tell the sound that comes in the middle of the word <i>boat</i>.</p> <p>1.1.5 Recognize different vowel sounds in orally stated</p>	<p>Phonemic Awareness</p> <p>2.1.1 Demonstrate an awareness of the sounds that are made by different letters by distinguishing beginning, middle, and ending sounds in words; rhyming words; and clearly pronouncing blends and vowel sounds.</p>

<p>word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.</p> <p>Example: Listen to the word <i>bat</i> and tell what word is left when you take the /b/ sound away. Tell what word is left when you take the /br/ sound away from the spoken word <i>brother</i>.</p> <p>K.1.9 Blend consonant-vowel-consonant (cvc) sounds aloud to make words.</p> <p>Example: Listen to the sounds /b/, /e/, /d/ and tell what word is made.</p> <p>K.1.10 Say rhyming words in response to an oral prompt.</p> <p>Example: Say a word that rhymes with cat.</p> <p>K.1.11 Listen to one-syllable words and tell the beginning or ending sounds.</p> <p>Example: Tell what sound you hear at the beginning of the word <i>girl</i>.</p> <p>K.1.12 Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.</p> <p>K.1.13 Count the number of sounds in a syllable; count the number of syllables in words.</p> <p>*When letters have a slanted line before and after them, such as /f/, /sh/, /b/, this represents the sound the letter makes, not the name of the letter.</p>	<p>single-syllable words.</p> <p>Example: Say the sound that is in the middle of the word <i>bit</i>. Say the sound that is in the middle of the word <i>bite</i>. Tell whether this is the same sound or a different sound.</p> <p>1.1.6 Recognize that vowels' sounds can be represented by different letters.</p> <p>1.1.7 Create and state a series of rhyming words.</p> <p>1.1.8 Add, delete, or change sounds to change words.</p> <p>Example: Tell what letter you would have to change to make the word <i>cow</i> into the word <i>how</i>. Tell what letter you would have to change to make the word <i>pan</i> into <i>an</i>.</p> <p>1.1.9 Blend two to four phonemes (sounds) into recognizable words.</p> <p>Example: Tell what word is made by the sounds /b/ /a/ /t/. Tell what word is made by the sounds /f/ /a/ /t/.</p>	
<p>Decoding and Word Recognition</p> <p>K.1.14 Match all consonant sounds (<i>mad, red, pin, top, sun</i>) to appropriate letters.</p> <p>K.1.15 Read one-syllable and high-frequency (often-heard) words by sight.</p> <p>K.1.16 Use self-correcting strategies when reading simple</p>	<p>Decoding and Word Recognition</p> <p>1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (<i>a, e, i, o, u</i>), and blend those sounds into recognizable words.</p> <p>1.1.11 Read common sight words (words that are often seen and heard).</p>	<p>Decoding and Word Recognition</p> <p>2.1.2 Recognize and use knowledge of spelling patterns (such as <i>cut/cutting, slide/sliding</i>) when reading.</p> <p>2.1.3 Decode (sound out) regular words with more than one syllable (<i>dinosaur, vacations</i>).</p> <p>2.1.4 Recognize common abbreviations (<i>Jan., Fri</i>).</p>

<p>sentences.</p> <p>K.1.17 Read their own names.</p> <p>K.1.18 Understand the alphabetic principle, which means that as letters in words change, so do the sounds.</p> <p>K.1.19 Learn and apply knowledge of alphabetical order when using a classroom or school library/media center.</p>	<p>1.1.12 Use phonic and context clues as self-correction strategies when reading.</p> <p>1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the <i>ea</i> in <i>eat</i>) and knowledge of how vowel sounds change when followed by the letter <i>r</i> (such as the <i>ea</i> in the word <i>ear</i>).</p> <p>Example: Correctly read aloud the vowel sounds made in words, such as <i>ear, eat, near, their, or wear</i>.</p> <p>1.1.14 Read common word patterns (<i>-ite, -ate</i>).</p> <p>Example: Read words, such as <i>gate, late, and kite</i>.</p> <p>1.1.14 Read aloud smoothly and easily in familiar text.</p>	<p>2.1.5 Identify and correctly use regular plural words (<i>mountain/mountains</i>) and irregular plural words (<i>child/children, mouse/mice</i>).</p> <p>2.1.6 Read aloud fluently and accurately with appropriate changes in voice and expression.</p>
<p>Vocabulary and Concept Development</p> <p>K.1.20 Identify and sort common words in basic categories.</p> <p>Example: Tell whether the words <i>blue, yellow, and red</i> are colors, shapes, or foods. Tell the names of some favorite colors.</p> <p>K.1.21 Identify common signs and symbols.</p> <p>Example: Identify the meanings of common signs and symbols, such as stop signs or store signs, from the colors shapes, logos, and letters on these signs or symbols.</p>	<p>Vocabulary and Concept Development</p> <p>1.1.16 Read and understand simple compound words (<i>birthday, anything</i>) and contractions (<i>isn't, aren't, can't, won't</i>).</p> <p>1.1.17 Read and understand root words (<i>look</i>) and their inflectional forms (<i>looks, looked, looking</i>).</p> <p>Example: Recognize that the <i>s</i> added to the end of <i>chair</i> makes it mean more than one chair. Recognize that adding <i>ed</i> to the end of <i>jump</i> makes it mean jumping that happened in the past.</p> <p>1.1.18 Classify categories of words.</p> <p>Example: Tell which of the following are fruits and which are vegetables: <i>bananas, oranges, apples, carrots, and peas</i>.</p>	<p>Vocabulary and Concept Development</p> <p>2.1.7 Understand and explain common antonyms (words with opposite meanings) and synonyms (words with the same meanings).</p> <p>2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (<i>lunchtime, lunchroom, daydream, raindrop</i>).</p> <p>2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as <i>un-</i>) and suffixes (word parts added at the end of words such as <i>-ful</i>).</p> <p>2.1.10 Identify simple multiple-meaning words (<i>change, duck</i>).</p>

<p>Standard 2 – READING: Reading and Comprehension</p> <p><i>Students identify the basic facts and ideas in what they have read, heard or seen. They use comprehension strategies, such as generating and responding to questions and comparing new information to what is already known, to understand what they read. In Kindergarten, students will listen to and begin to read grade-level-appropriate classic and contemporary literature, nursery rhymes, alphabet books, dictionaries, and online information.</i></p>	<p>Standard 2 – READING: Reading and Comprehension</p> <p><i>Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources, to understand what they read. At Grade 1, in addition to regular classroom reading, students begin to read a variety of grade-level-appropriate narrative (story) and expository (informational) texts (such as grade-level-appropriate classic and contemporary literature, nursery rhymes, alphabet books, children's magazines, dictionaries, and online information).</i></p>	<p>Standard 2 – READING: Reading Comprehension</p> <p><i>Students read and understand grade-level appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what they read. In addition to their regular school reading, at Grade 2, students read a variety of grade-level-appropriate narrative (story) and expository (informational) texts (such as grade-level-appropriate classic and contemporary literature, poetry, children's magazines and newspapers, dictionaries and other reference materials, and online information).</i></p>
<p>Structural Features of Informational and Technical Materials</p> <p>K.2.1 Locate the title and name of the author of a book.</p>	<p>Structural Features of Informational and Technical Materials</p> <p>1.2.1 Identify the title, author, illustrator, and table of contents of a reading selection.</p> <p>1.2.2 Identify text that uses sequence or other logical order.</p> <p>Example: Explain how an informational text is different from a story. Tell what might be included in an informational book that uses sequence, such as a book on making a bird feeder like <i>The Bird Table</i> by Pauline Cartwright.</p>	<p>Structural Features of Informational and Technical Materials</p> <p>2.2.1 Use titles, tables of contents, and chapter headings to locate information in text.</p>
<p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>K.2.2 Use picture clues and context to aid comprehension and to make predictions about story content.</p> <p>Example: Follow along with the text and pictures while a story, such as <i>Make Way for Ducklings</i> by Robert McCloskey, is being read aloud. At different points in the story, tell what might happen next and how the story might end.</p> <p>K.2.3 Connect the information and events in texts to life</p>	<p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>1.2.3 Respond to <i>who, what, when, where, why, and how</i> questions and discuss the main idea of what is read.</p> <p>Example: Read a story, such as <i>Frog and Toad Together</i> by Arnold Lobel or <i>There's an Alligator Under My Bed</i> by Mercer Mayer, and tell about the story, including the main idea, important events (what, when, why, how), setting (where), and characters</p>	<p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>2.2.2 State the purpose of reading.</p> <p>Example: Compare similar stories from different cultures, such as <i>Little Red Riding Hood</i> and <i>Lon Po Po</i> (Chinese version). Read an information text about pets to decide what kind of animal would make the best pet.</p> <p>2.2.3 Use knowledge of the author's purpose(s) to comprehend informational text.</p>

<p>experiences.</p> <p>Example: Tell about a trip to a farm after reading or listening to a book about a farm, such as <i>Going to Sleep on the Farm</i> by Wendy Lewison or <i>The Town Mouse and the Country Mouse: An Aesop Fable</i> by Janet Stevens.</p> <p>K.2.4 Retell familiar stories.</p> <p>Example: Retell the story of a folktale, such as the version of <i>The Three Little Pigs</i> by Steven Kellogg.</p> <p>K.2.5 Identify and summarize the main ideas and plot of a story.</p> <p>Example: Listen to a folktale, such as the version of <i>The Little Red Hen</i> by Paul Galdone or <i>The Three Billy Goats Gruff</i> by Tim Arnold. Then, discuss with the class the main events of the story and the characters in the story. After listening to an information story that is read aloud, such as <i>Bears, Bears, and More Bears</i> by Jackie Morris, tell about the main ideas that were learned.</p>	<p>(who).</p> <p>1.2.4 Follow one-step written instructions.</p> <p>1.2.5 Use context (the meaning of the surrounding text) to understand word and sentence meanings.</p> <p>1.2.6 Confirm predictions about what will happen next in a text by identifying key words.</p> <p>Example: Read part of a story, such as <i>The Musicians of Bremen: A Tale from Germany</i> by Jane Yolen, and tell what might happen next and how the story might end. Read part of an informational text, such as <i>The Carrot Seed</i> by Ruth Krauss, and guess what might happen next. Then, check to see if these predictions are correct by looking ahead in the text.</p> <p>1.2.7 Relate prior knowledge to what is read.</p> <p>Example: Read a text or story, such as <i>My Sister Is My Friend</i> by Hannah Markley, and tell about a time an older person helped you do something, the way the character in Markley's story is helped by her older sister.</p>	<p>Example: Read an informational text that compares different people, animals, or plants, such as <i>Gator or Croc</i> by Allan Fowler.</p> <p>2.2.4 Ask and respond to questions to aid comprehension about important elements of informational texts.</p> <p>Example: After reading a short account about the first man on the moon, ask and answer <i>why</i>, <i>what if</i>, and <i>how</i> questions to understand the lunar landing.</p> <p>2.2.5 Restate facts and details in the text to clarify and organize ideas.</p> <p>Example: Summarize information learned from a text, such as detail about ant colonies stated in <i>Ant Cities</i> by Arthur Dorros or reported about spider webs in <i>Spider Magic</i> by Dorothy Hinshaw Patent.</p> <p>2.2.6 Recognize cause-and-effect relationships in a text.</p> <p>Example: Read an informational book that explains some common scientific causes and effects, such as the growth of a plant from a seed or the effects of different weather patterns, such as too much snow or rain at one time causing flooding.</p> <p>2.2.7 Interpret information from diagrams, charts, and graphs.</p> <p>Example: Use a five-day weather chart or a weather chart on the Internet to determine the weather for the coming weekend.</p> <p>2.2.8 Follow two-step written instructions.</p>
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<p>Standard 3 – READING: Literacy Response and Analysis</p> <p><i>Students listen and respond to stories based on well-known characters, themes (the main idea of a story), plots (what happens in a story), and settings (where a story takes place).</i></p>	<p>Standard 3 – READING: Literacy Response and Analysis</p> <p><i>Students read and respond to a wide variety of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read.</i></p>	<p>Standard 3 – READING: Literary Response and Analysis</p> <p><i>Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read.</i></p>
<p>Analysis of Grade-Level-Appropriate Narratives (Stories)</p> <p>K.3.1 Distinguish fantasy from reality.</p> <p>Example: Listen to <i>The Day Jimmy's Boa Ate the Wash</i>, Trinka Hakes Noble's story about a class field trip to a farm, and <i>Farming</i>, Gail Gibbons' nonfiction book about farming. Tell how these two books are different.</p> <p>K.3.2 Identify types of everyday print materials.</p> <p>Example: Walk around the school and identify the signs in the school, such as EXIT, Principal's Office, and Restrooms. Tell the difference between a storybook and a beginners' dictionary.</p> <p>K.3.3 Identify characters, settings, and important events in a story.</p> <p>Example: Identify the main characters in a story, such as <i>Noisy Nora</i> by Rosemary Wells. Describe the setting in a familiar story, such as <i>Goodnight Moon</i> by Margaret Wise Brown. Retell the important events in a story, such as the folktale <i>Jack and the Beanstalk</i>.</p> <p>K.3.4 Identify favorite books and stories.</p>	<p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.</p> <p>Example: Read a story, such as <i>Arthur's Prize Reader</i> by Lillian Hoban. Retell the story, including descriptions of the characters and plot of the story, by telling about what happens to Arthur in the contest that he enters and the one that he helps his sister to enter. Plot the story onto a story map.</p> <p>1.3.2 Describe the roles of authors and illustrators.</p> <p>Example: Read a book, such as <i>The Very Hungry Caterpillar</i> by Eric Carle or <i>Where the Wild Things Are</i> by Maurice Sendak, in which the art is especially important in telling the story. Describe the role of the author and illustrator, and discuss how the pictures help to tell the story.</p>	<p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>2.3.1 Compare plots, settings, or characters presented by different authors.</p> <p>Example: Read and compare <i>Strega Nona</i>, an old Italian folktale retold by Tomie DePaola, with <i>Ox-Cart Man</i> by Donald Hall.</p> <p>2.3.2 Create different endings to stories and identify the reason and the impact of the different ending.</p> <p>Example: Read a story, such as <i>Fin McCoul – The Giant of Knockmany Hill</i>, Tomie DePaola's retelling of an Irish folktale. Then, discuss different possible endings to the story, such as how the story would change if Fin's wife had not helped him or if Fin were not a giant.</p> <p>2.3.3 Compare versions of same stories from different cultures.</p> <p>Example: Compare fairy tales and folktales that have been retold by different cultures, such as <i>The Three Little Pigs</i> and the southwestern/Latino version <i>The Three Little Javelinas</i> by Susan Lowell, or <i>Cinderella</i> and the African version, <i>Myfaro's Beautiful Daughters</i> by John Steptoe.</p> <p>2.3.4 Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry.</p>

		<p>Example: Listen to or read the rhymes for each letter of the alphabet in <i>A, My Name is Alice</i> by Jane Bayer. Tell what effects the writer uses to make the poems fun to hear.</p>
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<p>Standard 4 – WRITING: Writing Process <i>Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.</i></p>	<p>Standard 4 - WRITING: Writing Process Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.</p>	<p>Standard 4 – WRITING: Writing Process Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.</p>
<p>K.4.1 Discuss ideas to include in a story.</p> <p>K.4.2 Tell a story that the teacher or some other person will write.</p> <p>K.4.3 Write using pictures, letters, and words.</p> <p>K.4.4 Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle).</p> <p>Example: Write correctly simple words, such as <i>man</i>, <i>cat</i>, and <i>run</i>, and spell other words as they sound, such as <i>whale</i>, as <i>wal</i>, <i>jumps</i> as <i>jmps</i>, and <i>bigger</i> as <i>bigr</i>; showing an understanding of what letters represent certain sounds.</p> <p>K.4.5 Write by moving from left to right and from top to bottom.</p>	<p>Organization and Focus</p> <p>1.4.1 Discuss ideas and select a focus for group stories or other writing.</p> <p>1.4.2 Use various organizational strategies to plan writing.</p>	<p>Organization and Focus</p> <p>2.4.1 Create a list of ideas of writing.</p> <p>2.4.2 Organize related ideas together to maintain a consistent focus.</p>
		<p>Research and Technology</p> <p>2.4.3 Find ideas for writing stories and descriptions in pictures or books.</p> <p>2.4.4 Understand the purposes of various reference materials (such as a dictionary, thesaurus, and atlas).</p> <p>2.4.5 Use a computer to draft, revise and publish writing.</p>
	<p>Evaluation and Revision</p>	<p>Evaluation and Revision</p> <p>2.4.6 Review, evaluate, and revise writing for meaning and</p>

	1.4.3 Revise writing for others to read.	clarity. 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules. 2.4.8 Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.
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<p>Standard 5 – WRITING: Writing Applications (Different Types of Writing and Their Characteristics)</p> <p><i>In Kindergarten, students begin to write and draw pictures for specific purposes and for a specific audience (intended reader).</i></p>	<p>Standard 5 - WRITING: Writing Application (Different Types of Writing and Their Characteristics)</p> <p><i>At Grade 1, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i></p>	<p>Standard 5 – WRITING: Writing Applications (Different Types of Writing and Their Characteristics)</p> <p><i>At Grade 2, students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 – Writing Process. Writing demonstrates and awareness of the audience (intended reader) and purpose for writing.</i></p>
<p>K.5.1 Draw pictures and write words for a specific reason. Example: Draw a picture or write to a friend or family member to tell about something new at school.</p> <p>K.5.2 Draw pictures and write for specific people or persons. Example: Write or dictate an invitation to a parent to attend a classroom event.</p>	<p><i>Using the writing strategies of Grade 1 outlined in Standard 4 — Writing Process, students:</i></p> <p>1.5.1 Write brief narratives (stories) describing an experience. Example: Write a short story titled <i>My Friend</i> describing an experience that is real or imagined.</p> <p>1.5.2 Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details. Example: Write a description of a family member, a pet, or a favorite toy. Include enough details that the reader can picture the person, animal, or object.</p> <p>1.5.3 Write simple rhymes.</p> <p>1.5.4 Use descriptive words when writing. Example: Use varied words to describe events, people, and places, such as describing a day as a <i>sunny day</i> or <i>cloudy day</i>.</p> <p>1.5.5 Write for different purposes and to a specific audience or person. Example: Write a thank-you note to the store</p>	<p><i>In addition to producing the different writing forms introduced in earlier grades, Grade 2 students use the writing strategies outlined in Standard 4 – Writing process to:</i></p> <p>2.5.1 Write brief narratives (stories) based on their experiences that:</p> <ul style="list-style-type: none"> • move through a logical sequence of events. • describe the setting, characters, objects, and events in detail. <p>Example: Write a story about an experience that took place during a certain season in the year: spring, summer, fall, or winter. Tell the story in the order that it happened and describe it in enough detail so that the reader can picture clearly the place, people, and events.</p> <p>2.5.2 Write a brief description of a familiar object, person, place, or event that:</p> <ul style="list-style-type: none"> • develops a main idea • uses details to support the main idea <p>Example: Write a descriptive piece on a topic, such as <i>Houses Come in Different Shapes and Sizes</i>.</p> <p>2.5.3 Write a friendly letter complete with the date, salutation (greeting, such as <i>Dear Mr. Smith</i>), body,</p>

	manager after a field trip to the local supermarket.	<p>closing, and signature.</p> <p>Example: Write a letter to the police department in your town asking if someone can come to your classroom to talk about bicycle safety.</p> <p>2.5.4 Write rhymes and simple poems.</p> <p>2.5.5 Use descriptive words when writing.</p> <p>2.5.6 Write for different purposes and to a specific audience or person.</p> <p>Example: Write a description of your favorite book to recommend the book to a friend.</p>
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Standard 6 – WRITING: Written English Language Conventions <i>Students begin to learn the written conventions of Standard English.</i>	Standard 6 – WRITING: Written English Language Conventions <i>Students write using Standard English conventions appropriate to this grade level.</i>	Standard 6 – WRITING: Written English Language Conventions <i>Students write using Standard English conventions appropriate to this grade level.</i>
Handwriting K.6.1 Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.	Handwriting 1.6.1 Print legibly and space letters, words, and sentences appropriately.	Handwriting 2.6.1 Form letters correctly and space words and sentences properly so that writing can be read easily by another person.
	Sentence Structure 1.6.2 Write in complete sentences.	Sentence Structure 2.6.2 Distinguish between complete (<i>When Tom hit the ball, he was proud</i>) and incomplete sentences (<i>When Tom hit the ball</i>). 2.6.3 Use the correct word order in written sentences.
	Grammar 1.6.3 Identify and correctly use singular and plural nouns (<i>dog/dogs</i>). 1.6.4 Identify and correctly write contractions (<i>isn't, aren't, can't</i>). 1.6.5 Identify and correctly write possessive nouns (<i>cat's meow, girls' dresses</i>) and possessive pronouns (<i>my/mine, his/hers</i>).	Grammar 2.6.4 Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make statements). Example: Identify the noun and verb in a sentence, such as <i>Maria</i> (noun) <i>and a friend</i> (noun) <i>played</i> (verb) <i>for a long time</i> .
	Punctuation 1.6.6 Correctly use periods (<i>I am five.</i>), exclamation points (<i>Help!</i>), and question marks (<i>How old are you?</i>) at the end of sentences.	Punctuation 2.6.5 Use commas in the greeting (<i>Dear Sam,</i>) and closure of a letter (<i>Love, or Your friend,</i>) and with dates (<i>March 22, 2005</i>) and items in a series (<i>Tony, Steve, and Bill</i>). 2.6.6 Use quotation marks correctly to show that someone

		<p>is speaking.</p> <ul style="list-style-type: none"> • Correct: “You may go home now, “ she said. • Incorrect: “You may go home now she said.”
	<p>Capitalization</p> <p>1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i>.</p>	<p>Capitalization</p> <p>2.6.7 Capitalize all proper nouns (names of specific people or things, such as <i>Mike, Maryland, Jeep</i>), words at the beginning of sentences and greetings, months and days of the week, and titles (<i>Dr., Mr., Mrs., Miss</i>) and initials of people.</p>
<p>Spelling</p> <p>K.6.2 Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.</p> <p>Example: Spell correctly common words, such as <i>cat</i>, or spell by how the word sounds, such as <i>kat</i>.</p>	<p>Spelling</p> <p>1.6.8 Spell correctly three- and four-letter words (<i>can, will</i>) and grade-level-appropriate sight words (<i>red, fish</i>).</p>	<p>Spelling</p> <p>2.6.8 Spell correctly words like <i>was, were, says, said, who, what, why, which</i> are used frequently but do not fit common spelling patterns.</p> <p>2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).</p> <ul style="list-style-type: none"> • short vowels: <u>a</u>ctor, <u>e</u>ffort, <u>i</u>nk, <u>o</u>pp, <u>u</u>nless • long vowels: <u>a</u>ce, <u>e</u>qual, <u>i</u>nd, <u>o</u>e, <u>u</u>se • r-controlled: <u>a</u>rk, <u>u</u>pper, <u>i</u>rd, <u>o</u>rn, <u>u</u>rther • consonant blends: <u>bl</u>ue, <u>cr</u>ash, <u>ds</u>k, <u>sp</u>ea<u>k</u>, <u>co</u>ast

<p>Standard 7 – LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</p> <p><i>Students listen and respond to oral communication. They speak in clear and coherent sentences. Students deliver brief oral presentations about familiar experiences or interests.</i></p>	<p>Standard 7 - LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</p> <p><i>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raise and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.</i></p>	<p>Standard 7 – LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</p> <p><i>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.</i></p>
<p>Comprehension</p> <p>K.7.1 Understand and follow one- and two-step spoken directions.</p>	<p>Comprehension</p> <p>1.7.1 Listen attentively.</p> <p>1.7.2 Ask questions for clarification and understanding.</p> <p>1.7.3 Give, restate, and follow simple two-step directions.</p>	<p>Comprehension</p> <p>2.7.1 Determine the purpose of listening (such as to obtain information, to solve problems, or to enjoy).</p> <p>2.7.2 Ask for clarification and explanation of stories and ideas.</p> <p>2.7.3 Paraphrase (restate in own words) information that has been shared orally by others.</p> <p>2.7.4 Give and follow three- and four-step oral directives.</p>
<p>Oral Communication</p> <p>K.7.2 Share information and ideas, speaking in complete, coherent sentences.</p>	<p>Organization and Delivery of Oral Communication</p> <p>1.7.4 Stay on the topic when speaking.</p> <p>1.7.5 Use descriptive words when speaking about people, places, things, and events.</p>	<p>Organization and Delivery of Oral Communication</p> <p>2.7.5 Organize presentations to maintain a clear focus.</p> <p>2.7.6 Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).</p> <p>2.7.7 Tell experiences in a logical order.</p> <p>2.7.8 Retell stories, including characters, setting and plot.</p> <p>2.7.9 Report on a topic with supportive facts and details.</p>

<p>Speaking Applications</p> <p>K.7.3 Describe people, places, things (including their size, color, and shape), locations, and actions.</p> <p>K.7.4 Recite short poems, rhymes, and songs.</p> <p>K.7.5 Tell an experience or creative story in a logical sequence.</p>	<p>Speaking Applications</p> <p>1.7.6 Recite poems, rhymes, songs, and stories.</p> <p>1.7.7 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why, and how</i> questions.</p> <p>1.7.8 Relate an important life event or personal experience in a simple sequence.</p> <p>1.7.9 Provide descriptions with careful attention to sensory detail.</p> <p>1.7.10 Use visual aids such as pictures and objects to present oral information.</p>	<p>Speaking Applications</p> <p>2.7.10 Recount experiences or present stories that:</p> <ul style="list-style-type: none"> • Move through a logical sequence of events. • Describe story elements including characters, plot, and setting. <p>2.7.11 Report on a topic with facts and details, drawing from several sources of information.</p>
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