

VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS
Grades PreK – 3

1.0 General Reading Processes: Phonemic Awareness: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>A. Phonemic Awareness</p> <p>1. Discriminate sounds and words</p> <p>a. Tell whether sounds are same or different</p> <p>b. Recognize that letters represent sounds</p> <p>c. Identify and repeat initial sounds in words</p> <p>d. Classify words by initial sounds</p> <p>2. Discriminate and produce rhyming words and alliteration</p> <p>a. Repeat rhyming words</p> <p>b. Repeat phrases and sentences with alliteration</p> <p>c. Discriminate rhyming words from non-rhyming words</p> <p>3. Blend sounds and syllables to form words</p> <p>a. Orally blend syllables into a whole word, such as fun-ny=funny</p> <p>4. Segment sounds in spoken words and sentences</p> <p>a. Clap words in a sentence</p> <p>b. Identify the initial sound in a word</p>	<p>A. Phonemic Awareness</p> <p>1. Discriminate sounds and words</p> <p>a. Identify whether isolated sounds are same or different</p> <p>b. Identify initial and final sounds in a word</p> <p>c. Categorize words as same or different by initial or final sounds</p> <p>2. Discriminate and produce rhyming words and alliteration</p> <p>a. Repeat and produce rhyming words</p> <p>b. Identify and repeat sentences that use alliteration</p> <p>3. Blend sounds and syllables to form words</p> <p>a. Orally blend syllables into a whole word, such as fun-ny=funny</p> <p>b. Orally blend onset and rimes (word families) into a whole word, such as b-at=bat</p> <p>c. Orally blend 2-3 phonemes into one syllable words, such as m-e=me; f-u-n=fun</p> <p>4. Segment and manipulate sounds in spoken words and sentences</p> <p>a. Clap words in a sentence</p> <p>b. Clap syllables in a word</p> <p>c. Say syllables</p> <p>d. Identify the initial sound in a word</p> <p>e. Segment individual sounds in words</p> <p>f. Substitute initial sounds in words to form new words</p>	<p>A. Phonemic Awareness</p> <p>1. Discriminate sounds and words</p> <p>a. Identify initial, medial, and final sounds in one-syllable words</p> <p>b. Compare one-syllable words using initial, medial, and final sounds</p> <p>c. Categorize words as same or different by medial sounds</p> <p>2. Discriminate and produce rhyming words and alliteration</p> <p>a. Produce sentences with rhyming and alliteration</p> <p>3. Blend sounds and syllables to form words</p> <p>a. Blend 3-4 phonemes into a word, such as f-a-s-t=fast</p> <p>4. Segment and manipulate sounds in spoken words</p> <p>a. Segment words into syllables</p> <p>b. Segment one-syllable words into phonemes</p> <p>c. Delete sounds to form new words</p> <p>d. Add sounds to form new words</p> <p>e. Substitute sounds to form new words</p>	<p>A. Phonemic Awareness</p>	<p>A. Phonemic Awareness</p>

VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS
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1.0 General Reading Processes: Phonics: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>B. Phonics</p> <ol style="list-style-type: none"> 1. Recognize that letters have corresponding sounds <ol style="list-style-type: none"> a. Recognize similarities and differences in letter shapes b. Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p 2. Decode words in grade-level texts <ol style="list-style-type: none"> a. Identify and name some upper and lower case letters in words, especially those in the student's own name 	<p>B. Phonics</p> <ol style="list-style-type: none"> 1. Identify letters and corresponding sounds <ol style="list-style-type: none"> a. Identify in isolation all upper and lower case letters of the alphabet b. Identify letters matched to sounds c. Generate the sounds associated with individual letters and letter patterns, such as s-, st-, -at, -ack, -ed 2. Decode words in grade-level texts <ol style="list-style-type: none"> a. Identify similarities and differences in letters and words b. Blend letter sounds in one-syllable words (CVC) c. Use onset and rime (word families) to decode one-syllable words 	<p>B. Phonics</p> <ol style="list-style-type: none"> 1. Identify letters and corresponding sounds <ol style="list-style-type: none"> a. Produce letter/sound correspondences rapidly (1 per second) b. Combine sounds to form letter combinations, such as pl-, bl-, tr-, -nt 2. Decode words in grade-level texts <ol style="list-style-type: none"> a. Recognize and apply short vowels, long vowels, and "y" as a vowel b. Decode words with letter combinations, such as consonant digraphs, blends, and special vowel patterns c. Read one-syllable words fluently (CVC, CVCE) d. Use known word/part to decode unknown words, such as car → card 	<p>B. Phonics</p> <ol style="list-style-type: none"> 1. Identify letters and their corresponding sounds <ol style="list-style-type: none"> a. Identify digraphs, such as ch, ph, sh, th, and wh b. Identify diphthongs, such as oy, ow, ay 2. Decode words in grade-level texts <ol style="list-style-type: none"> a. Use phonics to decode words b. Break compound words, contractions, and inflectional endings into known parts c. Identify and apply vowel patterns to read words, such as CVC, CVCE, CVVC d. Read blends fluently, such as spl, str 	<p>B. Phonics</p> <ol style="list-style-type: none"> 1. Use a variety of phonetic skills to read unfamiliar words <ol style="list-style-type: none"> a. Apply phonics skills <i>Assessment Limits:</i> <ul style="list-style-type: none"> ➤ <i>Hard and soft consonants</i> ➤ <i>Initial consonant blends (2 letters)</i> ➤ <i>Open and closed syllables</i> ➤ <i>Digraphs</i> 2. Decode words in grade-level texts <ol style="list-style-type: none"> a. Sound out common word parts b. Break words into familiar parts c. Use word meanings and order in sentences to confirm decoding efforts

VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS
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1.0 General Reading Processes: Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>C. Fluency</p> <p>1. Engage in imitative reading at an appropriate rate</p> <p>a. Listen to models of fluent reading</p> <p>b. Recite nursery rhymes, poems, and finger plays with expression</p> <p>c. Develop beginning sight vocabulary of familiar words, such as first name, color words</p>	<p>C. Fluency</p> <p>1. Engage in imitative reading at an appropriate rate</p> <p>a. Listen to models of fluent reading</p> <p>b. Recite nursery rhymes, poems, and finger plays with expression</p> <p>2. Read orally from familiar texts at an appropriate rate</p> <p>a. Read familiar text with accuracy and expression</p> <p>b. Use knowledge of end punctuation to signal expression in reading</p> <p>c. Recognize some words by sight, such as student's first and last name, a, the, I, my, you, is, are</p>	<p>C. Fluency*</p> <p>1. Read orally from familiar text at an appropriate rate</p> <p>a. Listen to models of fluent reading</p> <p>b. Read familiar text at a rate that is conversational and consistent</p> <p>c. Reread text multiple times to increase familiarity with words</p> <p>2. Read grade-level text accurately</p> <p>a. Reread and self-correct while reading</p> <p>b. Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction</p> <p>c. Read sight words automatically, such as have, said, where, two</p> <p>3. Read grade-level text with expression</p> <p>a. Demonstrate appropriate use of phrasing when reading familiar text</p> <ul style="list-style-type: none"> • Use end punctuation, commas, and quotation marks to guide expression • Use intonation (emphasis on certain words) to convey meaning 	<p>C. Fluency*</p> <p>1. Read orally from familiar text at an appropriate rate</p> <p>a. Listen to models of fluent reading</p> <p>b. Read familiar text at a rate that is conversational and consistent</p> <p>c. Reread text multiple times to increase familiarity with words</p> <p>2. Read grade-level text accurately</p> <p>a. Reread and self-correct while reading</p> <p>b. Decode words automatically</p> <p>c. Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction</p> <p>d. Read sight words automatically</p> <p>3. Read grade-level text with expression</p> <p>a. Demonstrate appropriate use of phrasing when reading both familiar and unfamiliar text</p> <ul style="list-style-type: none"> • Use punctuation marks to guide expression • Use intonation (emphasis on certain words) to convey meaning 	<p>C. Fluency*</p> <p>1. Read orally from familiar text at an appropriate rate</p> <p>a. Listen to models of fluent reading</p> <p>b. Read familiar text at a rate that is conversational and consistent</p> <p>2. Read grade-level text accurately</p> <p>a. Reread and self-correct while reading</p> <p>b. Decode words automatically</p> <p>c. Use word context clues, sentence structure, and visual clues to guide self-correction</p> <p>d. Increase sight words read fluently</p> <p>3. Read grade level text with expression</p> <p>a. Demonstrate appropriate use of phrasing</p> <ul style="list-style-type: none"> • Attend to sentence patterns and structures that signal meaning in text • Use punctuation cues to guide meaning and expression • Use pacing and intonation to convey meaning and expression • Adjust intonation and pitch appropriately to convey meaning and expression

*Independent level text (Put Reading First) is relatively easy text for the reader, with no more than approximately 1 in 20 words that are difficult for the reader (95% success).

Instructional level text (Put Reading First) is challenging but manageable text for the reader, with no more than approximately 1 in 10 words difficult for the reader (90% success).

VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS
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1.0 General Reading Processes: Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>D. Vocabulary</p> <p>1. Develop and apply vocabulary through exposure to a variety of texts</p> <p>a. Acquire new vocabulary through listening to a variety of texts on a daily basis</p> <p>b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</p> <p>c. Asks questions about unknown objects and words related to topics discussed</p> <p>d. Listen to and identify the meaning of content-specific vocabulary</p> <p>e. Identify some signs, labels, and environmental print</p> <p>f. Collect and play with favorite words</p> <p>2. Develop a conceptual understanding of new words</p> <p>a. Use words to describe size, color, and shape</p> <p>b. Name common objects shown in pictures</p>	<p>D. Vocabulary</p> <p>1. Develop and apply vocabulary through exposure to a variety of texts</p> <p>a. Acquire new vocabulary through listening to and reading a variety of texts on a daily basis</p> <p>b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</p> <p>c. Asks questions to clarify meaning about objects and words related to topics discussed</p> <p>d. Listen to and identify the meaning of new vocabulary in multiple contexts</p> <p>e. Listen to and identify the meaning of content-specific vocabulary</p> <p>f. Read signs, labels, and environmental print</p> <p>g. Collect and manipulate favorite words</p> <p>2. Develop a conceptual understanding of new words</p> <p>a. Use words to describe location, size, color, and shape</p> <p>b. Name pictures of common concepts, such as sleeping, running, walking</p> <p>c. Use names and labels of basic concepts, such as <i>stop, go, boys, girls, in, out, poison</i></p> <p>d. Identify and sort pictures of common words into basic categories, such as colors, numbers, seasons</p>	<p>D. Vocabulary</p> <p>1. Develop and apply vocabulary through exposure to a variety of texts</p> <p>a. Acquire new vocabulary through listening to and reading a variety of grade-appropriate text daily</p> <p>b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</p> <p>c. Asks questions to clarify meaning about objects and words related to topics discussed</p> <p>d. Listen to and identify the meaning of new vocabulary in multiple contexts</p> <p>e. Connect unfamiliar words from texts, instruction, and conversation to prior knowledge to enhance meaning</p> <p>f. Learn 5-8 new words every week (independent reading)</p> <p>2. Develop a conceptual understanding of new words</p> <p>a. Sort grade-appropriate words with or without pictures into categories</p> <p>b. Identify antonyms and synonyms</p> <p>c. Identify and use correctly new words acquired through study of their relationship to other words</p>	<p>D. Vocabulary</p> <p>1. Develop and apply vocabulary through exposure to a variety of texts</p> <p>a. Acquire new vocabulary through listening to and independently reading a variety of literary and informational texts</p> <p>b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</p> <p>c. Make connections to prior knowledge and new vocabulary by listening, reading, and responding to a variety of texts</p> <p>d. Make inferences about the meaning of a word based on its use in a sentence</p> <p>e. Identify simple multiple meaning words</p> <p>f. Learn 8-12 new words every week (independent reading)</p> <p>2. Develop a conceptual understanding of new words</p> <p>a. Classify and categorize words into sets and groups, such as animals, adult/baby</p> <p>b. Identify and explain common antonyms, synonyms, and homophones to increase vocabulary skills</p> <p>c. Identify and use correctly new words acquired through study of their relationship to other words</p>	<p>D. Vocabulary</p> <p>1. Develop and apply vocabulary through exposure to a variety of texts</p> <p>a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts</p> <p>b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</p> <p>c. Collect 12-20 new words for deeper study each week</p> <p>2. Develop a conceptual understanding of new words</p> <p>a. Identify and sort common words into conceptual categories such as general to specific, lesser to greater</p> <p>b. Identify and explain word relationships to determine the meanings of words</p> <p>c. Identify and use correctly new words acquired through study of their relationships to other words</p>

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1.0 General Reading Processes: Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>3. Understand, acquire, and use new vocabulary</p> <p>a. Use illustrations to find meaning of unknown words</p> <p>b. Use newly learned vocabulary on multiple occasions to reinforce meaning</p>	<p>3. Understand, acquire, and use new vocabulary</p> <p>a. Use text and illustrations to identify meaning of unknown words</p> <p>b. Use newly learned vocabulary on multiple occasions to reinforce meaning</p> <p>c. Use word structure to determine meanings of words</p> <ul style="list-style-type: none"> • <i>Inflectional endings</i> <p>d. Use resources to determine meanings of unknown words</p> <ul style="list-style-type: none"> • <i>Picture dictionaries</i> • <i>Charts</i> • <i>Diagrams</i> • <i>Posters</i> 	<p>3. Understand, acquire, and use new vocabulary</p> <p>a. Determine the meanings of words using their context</p> <ul style="list-style-type: none"> • Reread • Use context clues • Examine illustrations <p>b. Use unfamiliar words introduced in literary and informational texts</p> <p>c. Use word structure to determine meanings of words</p> <ul style="list-style-type: none"> • Contractions • Inflectional endings • Compound words • Root/base words <p>d. Use resources to determine meanings of unknown words</p> <ul style="list-style-type: none"> • Picture dictionaries • Charts • Diagrams • Posters • Content texts 	<p>3. Understand, acquire, and use new vocabulary</p> <p>a. Determine the meanings of unknown words</p> <ul style="list-style-type: none"> • Reread • Use context clues • Read on • Use text features <p>b. Use unfamiliar words introduced in literary and informational texts</p> <p>c. Use word structure to determine meanings of words</p> <ul style="list-style-type: none"> • Prefixes • Suffixes • Root/base words <p>d. Use resources to determine meaning of unknown words</p> <ul style="list-style-type: none"> • Dictionaries • Textbook glossaries • Thesauruses 	<p>3. Understand, acquire, and use new vocabulary</p> <p>a. Use context to determine the meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Above grade-level words used in context</i> ➤ <i>Words with multiple meanings</i> <p>b. Use word structure to determine the meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Grade-appropriate prefixes and suffixes</i> <p>c. Use resources to determine the meanings of words</p> <p>d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression</p>

VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS
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1.0 General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>E. General Reading Comprehension</p> <p>1. Demonstrate an understanding of concepts of print to determine how print is organized and read</p> <p>a. Understand that speech can be written and read</p> <p>b. Understand that print conveys meaning</p> <p>c. Demonstrate the proper use of a book</p> <p>d. Identify the title of a book</p> <p>e. Demonstrate that text is read from left to right and top to bottom</p> <p>f. Identify pictures, shapes, letters, and numerals</p> <p>2. Use strategies to prepare for reading (before reading)</p> <p>a. Make connections to the text using illustrations/photographs from prior knowledge</p> <p>b. Make predictions by examining the title, cover, illustrations/photographs, and familiar author or topic</p> <p>c. Help set a purpose for reading</p>	<p>E. General Reading Comprehension</p> <p>1. Demonstrate an understanding of concepts of print to determine how print is organized and read</p> <p>a. Understand that speech can be written and read</p> <p>b. Read a minimum of 15 books, both literary and informational</p> <p>c. Identify title, cover page, front and back of book, table of contents, page numbers, and describe what information is presented on the title and cover pages</p> <p>d. Track print from left to right and top to bottom</p> <p>e. Make return sweep to next line of text</p> <p>f. Match oral words to printed words</p> <p>g. Differentiate numerals, letters, and words</p> <p>h. Recognize that printed words are separated by spaces</p> <p>i. Recognize that letters build words and words build sentences</p> <p>2. Use strategies to prepare for reading (before reading)</p> <p>a. Make connections to the text using illustrations, photographs, and prior knowledge</p> <p>b. Make predictions by examining the title, cover, illustrations/photographs/text, and familiar author or topic</p> <p>c. Ask questions about the text by examining the title, cover, illustrations, photographs, text</p> <p>d. Set a purpose for reading</p>	<p>E. General Reading Comprehension</p> <p>1. Develop comprehension skills through exposure to a variety of texts</p> <p>a. Listen to, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background</p> <p>b. Self-select appropriate text for a variety of purposes</p> <p>c. *Read a minimum of 25 books representing various genres</p> <p>d. Discuss ideas/information gained from reading experiences with adults and peers</p> <p>2. Use strategies to prepare for reading (before reading)</p> <p>a. Make connections to the text using their prior knowledge and experiences with the text</p> <p>b. Make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic</p> <p>c. Set a purpose for reading and identify type of text (fiction or nonfiction)</p>	<p>E. General Reading Comprehension</p> <p>1. Develop comprehension skills through exposure to a variety of texts</p> <p>a. Listen to, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background</p> <p>b. Self-select appropriate text for a variety of purposes</p> <p>c. *Read a minimum of 25-30 self-selected and/or assigned books representing various genres</p> <p>d. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations</p> <p>2. Use strategies to prepare for reading (before reading)</p> <p>a. Make and explain the connections made from prior knowledge and experiences with the text</p> <p>b. Make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic</p> <p>c. Set a purpose for reading and identify type of text (fiction or nonfiction)</p>	<p>E. General Reading Comprehension</p> <p>1. Develop comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts</p> <p>a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background</p> <p>b. * Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres</p> <p>c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations</p> <p>2. Use strategies to prepare for reading (before reading)</p> <p>a. Survey and preview the text by examining features, such as the title, pictures, illustrations, photographs, charts, and graphs</p> <p>b. Set a purpose for reading the text</p> <p>c. Make predictions and ask questions about the text</p> <p>d. Make connections to the text from prior knowledge and experiences</p>

Note: *New Standards identifies the need for students to process 1 million words per year to maintain academic progress. Books at K-2 level are too short for necessary yield.

11/15/07

Indicators/objectives that include assessment limits are assessed on MSA.

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1.0 General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).

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<p>3. Use strategies to make meaning from text (during reading)</p> <ul style="list-style-type: none"> a. Use illustrations to construct meaning b. Make and confirm predictions c. Connect events, characters, and actions in stories to specific life experiences 	<p>3. Use strategies to make meaning from text (during reading)</p> <ul style="list-style-type: none"> a. Use illustrations to construct meaning from text b. Make, confirm, or adjust predictions c. Make comments and ask relevant questions d. Reread sentences when meaning is not clear e. Connect events, characters, and actions in stories to specific life experiences 	<p>3. Use strategies to make meaning from text (during reading)</p> <ul style="list-style-type: none"> a. Recall and discuss what they understand b. Identify and question what did not make sense c. Reread difficult parts slowly and carefully and use own words to restate difficult parts d. Make, confirm, or adjust predictions e. Look back through the text to search for connections between topics, events, characters, and actions in stories to specific life experiences 	<p>3. Use strategies to make meaning from text (during reading)</p> <ul style="list-style-type: none"> a. Recall and discuss what they understand b. Identify and question what did not make sense c. Reread difficult parts slowly and carefully and use own words to restate difficult parts d. Read on, revisit, and restate the difficult parts in your own words e. Make, confirm, or adjust predictions f. Ask and answer questions about the text g. Periodically summarize while reading h. Visualize what was read i. Look back through the text to search for connections between and among ideas j. Explain personal connections to the topics, events, characters, and actions in texts 	<p>3. Use strategies to make meaning from text (during reading)</p> <ul style="list-style-type: none"> a. Reread the difficult parts slowly and carefully b. Use own words to restate the difficult part c. Read on and revisit the difficult part d. Look back through the text to search for connections between and among ideas e. Make, confirm, or adjust predictions f. Periodically summarize while reading g. Periodically paraphrase important ideas or information h. Visualize what was read for deeper understanding i. Explain personal connections to the ideas or information in the text

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<p>4. Demonstrate understanding of text (after reading)</p> <ol style="list-style-type: none"> a. Recall information from text b. Respond orally to questions c. Respond to text in a variety of ways <ul style="list-style-type: none"> • Retell • Dramatize • Draw d. Review the purpose for reading e. Retell a story as though reading a book 	<p>4. Demonstrate understanding of text (after reading)</p> <ol style="list-style-type: none"> a. Recall and discuss information from text b. Respond to questions (who, what, and where) and verify answers using illustrations/text c. Respond to text by drawing, speaking, dramatizing, or writing d. Compare information in text with prior knowledge e. Validate/determine the purpose for reading f. Retell a story using text as support 	<p>4. Use strategies to demonstrate understanding of the text (after reading)</p> <ol style="list-style-type: none"> a. Describe what the text is about b. Describe what is directly stated in the text (details, literal meaning) c. Engage in conversation to understand what has been read d. Answer simple questions (who, what, when, where, and how) in writing e. Respond to text by drawing, speaking, dramatizing, or writing f. Retell the main idea of texts 	<p>4. Use strategies to demonstrate understanding of the text (after reading)</p> <ol style="list-style-type: none"> a. Review/restate and explain what the text is mainly about b. Identify and explain what is directly stated in the text (details, literal meaning) c. Identify and explain what is not stated in the text (implied or inferential meaning) d. Summarize the text orally e. Confirm, refute, or make predictions to form new ideas f. Connect the text to prior knowledge or personal experience g. Engage in conversation to understand what has been read h. Retell explicit and implicit main ideas of texts i. Answer questions (what if, why, and how) in writing 	<p>4. Use strategies to demonstrate understanding of the text (after reading)</p> <ol style="list-style-type: none"> a. Identify and explain the main idea <i>Assessment Limits:</i> <ul style="list-style-type: none"> ➤ <i>Of the text or a portion of the text</i> b. Identify and explain what is directly stated in the text <i>Assessment Limits:</i> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> c. Identify and explain what is not directly stated in the text by drawing inferences <i>Assessment Limits:</i> <ul style="list-style-type: none"> ➤ <i>From the text or a portion of the text</i> d. Draw conclusions based on the text and prior knowledge <i>Assessment Limits:</i> <ul style="list-style-type: none"> ➤ <i>From the text or a portion of the text</i> e. Confirm, refute, or make predictions and form new ideas <i>Assessment Limits:</i> <ul style="list-style-type: none"> ➤ <i>The development, topics, or ideas that might logically be included if the text were extended</i> f. Paraphrase the main idea <i>Assessment Limits:</i> <ul style="list-style-type: none"> ➤ <i>Of the text or a portion of the text</i> g. Summarize <i>Assessment Limits:</i> <ul style="list-style-type: none"> ➤ <i>The text or a portion of the text</i> h. Connect the text to prior knowledge or personal experience

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Grades PreK – 3

1.0 General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
				<p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text</i>

VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS
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2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>A. Comprehension of Informational Text</p> <p>1. Develop comprehension skills by reading a variety of informational texts</p> <p>a. Listen to nonfiction materials</p> <ul style="list-style-type: none"> • Nonfiction trade books • Magazines • Multimedia resources <p>b. Listen to and read functional documents by following simple oral or rebus directions</p> <ul style="list-style-type: none"> • Recipes • Rules • Signs • Center activities • Labels • Classroom schedules 	<p>A. Comprehension of Informational Text</p> <p>1. Develop comprehension skills by reading a variety of informational texts</p> <p>a. Listen to nonfiction materials</p> <ul style="list-style-type: none"> • Nonfiction trade books • Picture dictionaries • Simple maps • Magazines • Newspapers • Multimedia resources <p>b. Listen to and use functional documents by following simple oral or rebus directions</p> <ul style="list-style-type: none"> • Science investigations • Recipes • Rules • Signs and posters • Center activities • Labels • Classroom schedules 	<p>A. Comprehension of Informational Text</p> <p>1. Develop comprehension skills by reading a variety of self-selected and assigned informational texts</p> <p>a. Listen to nonfiction materials</p> <ul style="list-style-type: none"> • Textbooks • Trade books • Grade-appropriate reference materials • Newspapers • Articles • Magazines • Questionnaires/interviews • Multimedia resources <p>b. Read and recognize functional documents</p> <ul style="list-style-type: none"> • Sets of directions • Science investigations • Posters • Flyers • Forms • Invitations • Menus • Maps • Recipes • Rules • Classroom schedules 	<p>A. Comprehension of Informational Text</p> <p>1. Develop comprehension skills by reading a variety of self-selected and assigned informational texts</p> <p>a. Read and recognize nonfiction materials to gain information and content knowledge</p> <ul style="list-style-type: none"> • Textbooks • Trade books • Grade-appropriate reference materials • Newspapers • Articles • Magazines • Questionnaires/interviews • Multimedia resources <p>b. Read and identify functional documents</p> <ul style="list-style-type: none"> • Sets of directions • Science investigations • Posters • Flyers • Forms • Invitations • Menus • Maps • Recipes • Rules • Classroom schedules • Surveys 	<p>A. Comprehension of Informational Text</p> <p>1. Develop comprehension skills by reading a variety of self-selected and assigned print and non-print informational texts, including electronic media</p> <p>a. Read, use, and identify the characteristics of nonfiction materials such as textbooks, appropriate reference materials, personal narratives, diaries, journals, biographies, newspapers, letters, articles, web sites and other online materials, other appropriate content-specific texts to gain information and content knowledge</p> <p><i>Assessment Limits:</i></p> <ul style="list-style-type: none"> ➤ <i>Grade-appropriate informational texts</i> <p>b. Read, use, and identify the characteristics of functional documents such as sets of directions, science investigations, atlases, posters, flyers, forms, instructional manuals, menus, pamphlets, rules, invitations, recipes, advertisements, other functional documents</p> <p><i>Assessment Limits:</i></p> <ul style="list-style-type: none"> ➤ <i>Grade-appropriate functional documents</i> <p>c. Select and read to gain information from personal interest materials such as brochures, books, magazines, cookbooks, and web sites</p>

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2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>c. Listen to and use personal interest materials, such as books and magazines</p> <p>2. Recognize and use text features to facilitate understanding of informational texts</p> <p>a. Recognize print features</p> <ul style="list-style-type: none"> • Print size <p>b. Recognize graphic aids</p> <ul style="list-style-type: none"> • Photographs • Drawings • Maps • Graphs • Diagrams 	<p>c. Listen to and use personal interest materials, such as books and magazines</p> <p>2. Identify and use text features to facilitate understanding of informational texts</p> <p>a. Identify print features</p> <ul style="list-style-type: none"> • Bold print • Print size • Labels • Numbered steps <p>b. Identify graphic aids</p> <ul style="list-style-type: none"> • Illustrations • Pictures • Photographs • Drawings • Maps • Graphs • Charts • Diagrams <p>c. Use informational aids</p> <ul style="list-style-type: none"> • Materials lists • Labels • Numbered steps 	<p>c. Select and read personal interest materials, such as brochures, books, magazines, and web sites</p> <p>2. Identify and use text features to facilitate understanding of informational texts</p> <p>a. Use print features</p> <ul style="list-style-type: none"> • Large bold print • Font size/type • Colored print • Headings and chapter titles • Labels • Captions • Numbered steps <p>b. Use graphic aids</p> <ul style="list-style-type: none"> • Illustrations • Pictures • Photographs • Drawings • Maps • Graphs • Charts/tables • Diagrams • Materials lists <p>c. Use informational aids</p> <ul style="list-style-type: none"> • Materials lists • Captions • Glossed words • Labels • Numbered steps 	<p>c. Select and read personal interest materials, such as brochures, books, magazines, and web sites</p> <p>2. Identify and use text features to facilitate understanding of informational texts</p> <p>a. Use print features</p> <ul style="list-style-type: none"> • Large bold print • Font size/type • Italics • Colored print • Headings/subheadings and chapter titles • Labels • Captions • Numbered steps <p>b. Use graphic aids</p> <ul style="list-style-type: none"> • Illustrations • Pictures • Photographs • Drawings • Maps • Graphs • Charts/tables • Diagrams • Materials lists <p>c. Use informational aids</p> <ul style="list-style-type: none"> • Materials lists • Timelines • Captions • Glossed words • Labels • Numbered steps 	<p>2. Identify and use text features to facilitate understanding of informational texts</p> <p>a. Use print features such as large bold print, font size/type, italics, colored print, quotation marks, and underlining</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>b. Use graphic aids such as illustrations and pictures, photographs, drawings, sketches, cartoons, maps (key, scale, legend), graphs, charts/tables, and diagrams</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>c. Use informational aids such as introductions and overviews, materials lists, timelines, captions, glossed words, labels, numbered steps, pronunciation key, transition words, boxed text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>d. Use organizational aids such as titles, chapter titles, headings, subheadings, tables of contents, numbered steps, glossaries, indices, transition words</p> <p><u>Assessment Limits:</u></p>

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2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
	<p>d. Identify organizational aids</p> <ul style="list-style-type: none"> • Title • Table of contents • Numbered steps 	<p>d. Use organizational aids when reading</p> <ul style="list-style-type: none"> • Title • Table of contents • Numbered steps • Transition words 	<p>d. Use organizational aids when reading</p> <ul style="list-style-type: none"> • Title • Table of contents • Numbered steps • Glossary • Headings • Transition words 	<ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> e. Use online features such as URLs, hypertext links, sidebars, drop down menus, home pages <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i> f. Identify and explain the contributions of text features to meaning <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i>

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2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>3. Develop knowledge of organizational structure of informational text</p> <p>a. Recognize sequential order</p>	<p>3. Develop knowledge of organizational structure of informational text to understand what is read</p> <p>a. Recognize sequential order</p> <p>b. Recognize similarities and differences</p> <p>c. Recognize description</p>	<p>3. Develop knowledge of organizational structure of informational text to understand what is read</p> <p>a. Distinguish between fiction and nonfiction text</p> <p>b. Recognize words that signal the structure of informational text</p> <p>c. Recognize sequential order</p> <p>d. Recognize cause/effect relationships</p> <p>e. Recognize similarities and differences</p> <p>f. Recognize main idea</p>	<p>3. Develop knowledge of organizational structure of informational text to understand what is read</p> <p>a. Distinguish between fiction and nonfiction text</p> <p>b. Recognize words that signal the structure of informational text</p> <p>c. Recognize sequential and chronological order</p> <p>d. Recognize cause/effect relationships</p> <p>e. Recognize similarities and differences</p> <p>f. Recognize description</p> <p>g. Recognize and use main idea and supporting details</p>	<p>3. Develop knowledge of organizational structure of informational text to understand what is read</p> <p>a. Identify and analyze the organization of texts such as sequential and/or chronological order, main idea and supporting details, cause/effect, and problem solution,</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>In the text or a portion of the text</i></p> <p>b. Identify and use words and phrases associated with common organizational patterns such as words that show chronology (first, second, third), description (above, beneath, next to, beside); cause and effect (because, as a result); and sequence (next, then, finally)</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>In the text or a portion of the text</i></p>

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2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>4. Determine important ideas and messages in informational texts</p> <p>a. Retell important facts from a text</p> <p>b. Identify how someone might use the text</p>	<p>4. Determine important ideas and messages in informational texts</p> <p>a. State the text's purpose</p> <p>b. Identify the main idea/text's message</p> <p>c. Retell important facts from a text</p> <p>d. Identify how someone might use the text</p>	<p>4. Determine important ideas and messages in informational texts</p> <p>a. Identify the text's purpose</p> <p>b. Identify main ideas/messages</p> <p>c. Distinguish between a fact and an opinion</p> <p>d. Retell important facts from a text</p> <p>e. Identify how someone might use the text</p> <p>f. Identify prior knowledge that clarifies the main idea of the text</p>	<p>4. Determine important ideas and messages in informational texts</p> <p>a. Identify the author's/text's purpose</p> <p>b. Identify main ideas/messages</p> <p>c. Identify information not related to the main idea</p> <p>d. Draw conclusions and generalizations from text to form new understanding</p> <p>e. Distinguish between a fact and an opinion</p> <p>f. Identify how someone might use the text</p> <p>g. Summarize the text or a portion of the text</p> <p>h. Identify prior knowledge that clarifies the main idea of the text</p>	<p>4. Determine important ideas and messages in informational texts</p> <p>a. Identify and explain the author's/text's purpose</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>Purpose of the author or the text or a portion of the text</i></p> <p>b. Identify and explain the author's opinion</p> <p><u>Assessment Limits:</u></p> <p>2. <i>In the text or a portion of the text</i></p> <p>a. State and support main ideas and messages</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>In the text or a portion of the text</i></p> <p>b. Summarize or paraphrase</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>The text or a portion of the text</i></p> <p>c. Identify and explain information not related to the main idea</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>In the text or a portion of the text</i></p> <p>d. Identify and explain relationships between and among ideas such as comparison/contrast, cause/effect, sequence/chronology</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>In the text or a portion of the text</i></p> <p>e. Draw conclusions and inferences and make generalizations and predictions from text</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>From the text or a portion of the text</i></p>

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2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
				<p>f. Distinguish between a fact and an opinion <i>Assessment Limits:</i> ➤ <i>In a text or a portion of a text</i></p> <p>g. Identify and explain how someone might use the text <i>Assessment Limits:</i> ➤ <i>Application of the text for personal or content-specific use</i></p> <p>h. Connect the text to prior knowledge or experience <i>Assessment Limits:</i> ➤ <i>Prior knowledge that clarifies, extends, or challenges the ideas or information in the text or a portion of the text</i></p>

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2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
		<p>5. Identify and explain the author’s use of language</p> <p>a. Recognize specific punctuation that create tone</p>	<p>5. Identify and explain the author’s use of language</p> <p>a. Identify words and phrases with a specific effect on meaning (similes, metaphors)</p> <p>b. Recognize specific words and punctuation that create tone</p> <p>c. Recognize repetition of words</p>	<p>5. Identify and explain the author’s use of language</p> <p>a. Identify and explain specific words or phrases that contribute to the meaning of a text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Significant words and phrases, (e.g., similes, metaphors, personification, etc.) in the text or a portion of the text ➤ Denotations of above-grade-level words in context <p>b. Identify and explain specific words and punctuation that create tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ In the text or a portion of the text <p>c. Identify and explain the effect of repetition of words or phrases</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ In the text or a portion of the text

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2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>5. Evaluate informational text</p>	<p>5. Evaluate informational text</p> <ul style="list-style-type: none"> a. State whether the text fulfills the reading purpose b. Tell what the author could have done to make the text easier to understand c. Tell whether the author's ideas are clear 	<p>6. Read critically to evaluate informational text</p> <ul style="list-style-type: none"> a. State whether the text fulfills the reading purpose b. Tell what the author could have done to make the text easier to understand c. Explain whether the author's ideas are clear d. Identify words that affect the reader's feelings 	<p>6. Read critically to evaluate informational text</p> <ul style="list-style-type: none"> a. State whether the text fulfills the reading purpose b. Explain what the author could have done to make the text easier to understand c. Explain whether the author's ideas are clear d. Identify words that affect the reader's feelings 	<p>6. Read critically to evaluate informational text</p> <ul style="list-style-type: none"> a. Explain whether the text fulfills the reading purpose <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between the content of the text and the purpose for reading</i> <ul style="list-style-type: none"> b. Identify and explain additions or changes to format or features that would make the text easier to understand <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <ul style="list-style-type: none"> c. Identify and explain what makes the text a reliable source of information d. Explain whether or not the author's opinion is presented fairly e. Identify and explain information not included in the text <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Information that would enhance or clarify the reader's understanding of an idea in the text or a portion of text</i> <ul style="list-style-type: none"> f. Identify and explain words and other techniques that affect the reader's feelings

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3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>A. Comprehension of Literary Text</p> <p>1. Develop comprehension skills by listening to a variety of self-selected and assigned literary texts</p> <p>a. Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities</p> <p>b. Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales</p> <p>2. Use text features to facilitate understanding of literary texts</p> <p>a. Identify and explain how the title contributes to meaning</p> <p>b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning</p>	<p>A. Comprehension of Literary Text</p> <p>1. Develop comprehension skills by listening to and reading a variety of self-selected and assigned literary texts</p> <p>a. Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities</p> <p>b. Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, fairy tales, and fantasy</p> <p>2. Use text features to facilitate understanding of literary texts</p> <p>a. Identify and explain how the title contributes to meaning</p> <p>b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning</p>	<p>A. Comprehension of Literary Text</p> <p>1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts</p> <p>a. Listen to, read, and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities</p> <p>b. Listen to, read, and discuss a variety of different types of fictional literary texts, such as plays, poems, stories (folktales, fairy tales, fantasy, fables, realistic fiction, and historical fiction)</p> <p>2. Use text features to facilitate understanding of literary texts</p> <p>a. Identify and explain how the title contributes to meaning</p> <p>b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning</p>	<p>A. Comprehension of Literary Text</p> <p>1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts</p> <p>a. Listen to, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods</p> <p>b. Listen to, read, and discuss a variety of different types of fiction and nonfiction texts</p> <p>c. Identify characteristics of different types of fictional literary texts, such as plays, poems, stories (folktales, fairy tales, fantasy, fables, realistic fiction, and historical fiction)</p> <p>2. Use text features to facilitate understanding of literary texts</p> <p>a. Identify and explain how the title contributes to meaning</p> <p>b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning</p>	<p>A. Comprehension of Literary Text</p> <p>1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts including print and non-print</p> <p>a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods</p> <p>b. Listen to critically, read, and discuss a variety of different types of fiction and nonfiction texts</p> <p>2. Use text features to facilitate understanding of literary texts</p> <p>a. Identify and explain how organizational aids such as the title of the book, story, poem, or play, contribute to meaning</p> <p><i>Assessment Limits:</i></p> <p>➤ <i>In the text or a portion of the text</i></p> <p>b. Identify and explain how graphic aids such as pictures and illustrations, punctuation, print features contribute to meaning</p> <p><i>Assessment Limits:</i></p> <p>➤ <i>In the text or a portion of the text</i></p> <p>c. Identify and explain how informational aids such as introductions and overviews, materials lists, timelines, captions,</p>

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3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>3. Use elements of narrative texts to facilitate understanding</p> <ul style="list-style-type: none"> a. Identify the beginning and end of a story b. Identify the characters of a story 	<p>3. Use elements of narrative texts to facilitate understanding</p> <ul style="list-style-type: none"> a. Identify the beginning, middle, and end of a story, including the problem, and solution b. Identify the characters, sequence of events, and setting of a story 	<p>3. Use elements of narrative texts to facilitate understanding</p> <ul style="list-style-type: none"> a. Identify the elements of a story, including characters, setting, problem, and solution b. Identify and explain character traits and actions c. Sequence the important events 	<p>3. Use elements of narrative texts to facilitate understanding</p> <ul style="list-style-type: none"> a. Identify and explain the elements of a story, including the problem, the sequence of events, and the solution to the problem b. Identify the setting and explain its importance to the story c. Identify the main character(s) and explain their importance in the story d. Identify characters' actions, motives, emotions, traits, and feelings e. Identify and explain relationships between and among characters, setting, and events 	<p>glossed words, labels, numbered steps, bulleted lists, footnoted words, pronunciation keys, transition words, end notes, works cited, other information aids encountered in informational texts contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>d. Identify and explain how print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, other print features encountered in informational texts contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>3. Use elements of narrative texts to facilitate understanding</p> <ul style="list-style-type: none"> a. Identify and distinguish among types of narrative texts such as the general categories of fiction versus nonfiction, realistic fiction, tall tales, legends, fables, fairy tales, and biographies <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Grade-appropriate narrative texts</i> <p>b. Identify and explain the elements of a story</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Main problem, sequence or chronology of events, and solution to the problem</i> <p>c. Identify and describe the setting</p>

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3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
				<p>and the mood</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Details that create the setting</i> ➤ <i>Details that create the mood</i> <p>d. Identify and analyze the characters</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Character's traits based on what character says, does, and thinks and what other characters or the narrator says</i> ➤ <i>Character's motivations</i> ➤ <i>Character's personal growth and development</i> <p>e. Identify and explain relationships between and among characters, setting, and events</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text or across multiple texts</i> <p>f. Identify and describe the narrator</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Conclusions about the narrator based on his or her thoughts and/or observations</i>

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3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>4. Use elements of poetry to facilitate understanding</p> <p>a. Identify rhyme, rhythm, and repetition in poems read to them</p>	<p>4. Use elements of poetry to facilitate understanding</p> <p>a. Identify rhyme, rhythm, and repetition in poems read to them</p> <p>b. Retell the events of the poem</p>	<p>4. Use elements of poetry to facilitate understanding</p> <p>a. Identify rhyme, rhythm, and repetition in poems read to them</p> <p>b. Summarize the events or tell the meaning of the poem</p>	<p>4. Use elements of poetry to facilitate understanding</p> <p>a. Identify the structure, shape, and form of a variety of poetic texts, including their lines and stanzas</p> <p>b. Analyze the meaning of words, lines, and stanzas</p> <p>c. Identify and use sound elements of poetry, such as rhyme, no rhyme, and rhythm</p>	<p>4. Use elements of poetry to facilitate understanding</p> <p>a. Use structural features such as structure and form including lines and stanzas, shape, refrain, chorus, and rhyme scheme to identify poetry as a literary form</p> <p>b. Identify and explain the meaning of words, lines, and stanzas</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Literal versus figurative meaning</i> <p>c. Identify and explain sound elements of poetry</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Rhyme, rhyme scheme</i> ➤ <i>Rhythm</i> ➤ <i>Alliteration and other repetition</i> <p>d. Identify and explain other poetic elements, such as setting, mood, tone, etc. that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Elements of grade-appropriate lyric and narrative poems that contribute to meaning</i>

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Grades PreK – 3

3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
	<p>7. Identify and describe the author’s use of language</p> <p>a. Identify descriptive words in text read to them</p>	<p>7. Identify and describe the author’s use of language</p> <p>a. Identify language that appeals to the senses and feelings</p> <p>b. Identify repetition</p> <p>c. Identify specific words and punctuation that create tone</p>	<p>7. Identify and describe the author’s use of language</p> <p>a. Explain how the use of dialogue contributes to a story</p> <p>b. Identify specific words and phrases that contribute to the meaning of a text</p> <p>c. Identify specific words and punctuation that create tone</p> <p>d. Identify language that appeals to the senses and feelings</p> <p>e. Identify repetition and exaggeration</p>	<p style="text-align: right;"><i>text</i></p> <p>e. Identify and explain personal connections to the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between personal experiences and the theme or main ideas</i> <p>7. Identify and describe the author’s use of language</p> <p>a. Identify and explain how the use of dialogue contributes to a story</p> <p>b. Identify and explain specific words and phrases that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Significant words and phrases with a specific effect on meaning</i> ➤ <i>Denotations of above-grade-level words used in context</i> <p>c. Identify and explain words and punctuation that create tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>d. Identify and explain figurative language</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Simile</i> ➤ <i>Personification</i> ➤ <i>Onomatopoeia</i> <p>e. Identify and explain language that appeals to the senses and feelings</p>

VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS
Grades PreK – 3

3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
				<p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Specific words and phrases in the text or a portion of the text</i> <p>f. Identify and explain repetition and exaggeration</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>8. Read critically to evaluate literary texts</p> <p>a. Identify and explain the believability of the characters' actions and the story's events</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>b. Identify and explain questions left unanswered by the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Questions and predictions about events, situations, and conflicts that might occur if the text were extended</i>

VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS
Grades PreK – 3

4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>A. Writing</p> <p>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <p>a. Recognize that writing conveys meaning</p> <p>b. Generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas</p>	<p>A. Writing</p> <p>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <p>a. Generate ideas and topics for writing</p> <p>b. Dictate or write words, phrases, or sentences related to ideas or illustrations</p>	<p>A. Writing</p> <p>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <p>a. Generate ideas and topics and make a plan for writing</p> <p>b. Write a first draft with a main idea and supporting details</p>	<p>A. Writing</p> <p>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <p>a. Generate ideas and topics and make a plan before writing</p> <p>b. Write a first draft with a main idea and supporting details</p> <p>c. Organize related ideas into a simple paragraph</p>	<p>A. Writing</p> <p>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <p>a. Generate topics based on discussion of common experiences using techniques, such as, graphic organizers, journal writing, listing, webbing, and discussion of prior experiences</p> <p>b. Plan and organize ideas for writing by using an appropriate organizational structure, such as, chronological or sequential order, comparison and contrast</p> <ul style="list-style-type: none"> • <i>Complete an idea by providing topic, support, and concluding sentences</i>

VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS
Grades PreK – 3

4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>2. Compose oral and visual presentations that express personal ideas</p> <p>a. Write to express personal ideas using letter-like shapes, symbols, and letters</p> <p>b. Contribute to a shared writing experience or topic of interest</p> <p>c. Use drawings, letters, or symbols to express personal ideas</p>	<p>2. Compose oral, written, and visual presentations that express personal ideas and inform</p> <p>a. Write to express personal ideas using drawings, symbols, letters, or words</p> <p>b. Contribute to a shared writing experience or topic of interest</p> <p>c. Use sensory details to expand ideas</p> <p>d. Dictate, draw, or write to inform</p> <p>e. Dictate, draw, or write a response to text, such as response logs and journals</p>	<p>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p> <p>a. Write to express personal ideas using drawings, symbols, letters, words, sentences, and simple paragraphs</p> <p>b. Contribute to a shared writing experience or topic of interest</p> <p>c. Use sensory details to expand ideas</p> <p>d. Use details that support a topic with a clear beginning, middle, and end to inform</p> <p>e. Write persuasive text to support a stated opinion</p> <p>f. Write a variety of responses to text, such as response logs and journals</p>	<p>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p> <p>a. Write to express personal ideas using a variety of forms, such as journals, narratives, letters, and reports</p> <p>b. Contribute to a shared writing experience or topic of interest</p> <p>c. Use sensory details to expand ideas</p> <p>d. Compose to inform using major points and examples to support a main idea</p> <p>e. Write persuasive text to support a stated opinion</p> <p>f. Write a variety of responses to text, such as response logs, journals, and constructed responses</p>	<p>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p> <p>a. Compose to express personal ideas to develop fluency using a variety of forms, such as, journals, narratives, letters, reports, and paragraphs</p> <p>b. Describe in prose and poetry by using sensory details and vivid language with active verbs and colorful adjectives</p> <p>c. Compose to inform using summary and selection of major points and examples to support a main idea</p> <p>d. Compose to persuade using significant reasons and relevant support</p> <ul style="list-style-type: none"> • <i>Agree or disagree with an idea and generate convincing reasons with relevant support</i> • <i>Consider effective forms</i> <p>e. Use writing-to-learn strategies such as journals, admit/exit slips, diagrams, drawings, graphic organizers, and “think-aloud’s on paper” to connect ideas and thinking about lesson content</p> <p>f. Manage time and process when writing for a given purpose</p>

VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS
Grades PreK – 3

4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>3. Identify how language choices in writing and speaking affect thoughts and feelings</p> <p>a. Identify and use words to communicate feelings</p> <p>b. Acquire and use new vocabulary</p>	<p>3. Compose texts using the revising and editing strategies of effective writers and speakers</p> <p>a. Prepare writing for display by revising and editing using rules, such as capital letters and periods</p> <p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p> <p>a. Identify and use words to communicate feelings</p> <p>b. Acquire and use new vocabulary</p>	<p>3. Compose texts using the revising and editing strategies of effective writers and speakers</p> <p>a. Improve writing by</p> <ul style="list-style-type: none"> • Maintaining a topic • Adding ideas <p>b. Proofread and edit writing for</p> <ul style="list-style-type: none"> • Capitalization at the beginning of sentences • Capitalization for names • Punctuation at the end of sentences • Accurate spelling of previously learned, high-frequency words <p>c. Prepare writing for publication</p> <p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p> <p>a. Identify and use words to express feelings, such as happiness, anger, sadness, frustration</p> <p>b. Acquire and use new vocabulary</p>	<p>3. Compose texts using the revising and editing strategies of effective writers and speakers</p> <p>a. Improve writing by</p> <ul style="list-style-type: none"> • Maintaining a topic • Adding ideas • Deleting unrelated ideas <p>b. Proofread and edit writing for</p> <ul style="list-style-type: none"> • Complete sentences • Capitalization at the beginning of sentences • Capitalization of proper nouns • Punctuation at the end of sentences • Commas with dates, salutations and closings, and items in a series • Apostrophes in contractions • Quotation marks in simple dialogue <p>c. Prepare writing for publication</p> <p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p> <p>a. Use colorful language to convey thoughts and feelings in formal and informal writing</p> <p>b. Acquire and use new vocabulary</p>	<p>3. Compose texts using the revising and editing strategies of effective writers and speakers</p> <p>a. Revise texts for clarity, completeness, and effectiveness</p> <ul style="list-style-type: none"> • <i>Eliminate words and ideas that do not support the main idea</i> • <i>Clarify meaning by rearranging words within a sentence</i> • <i>Clarify meaning by rearranging sentences within a text for a clear beginning, middle, and end</i> <p>b. Use suitable traditional and electronic resources to edit final copies of text for correctness in language usage and conventions such as capitalization, punctuation, and spelling</p> <ul style="list-style-type: none"> • <i>Self edit</i> • <i>Peer edit</i> • <i>Dictionary</i> <p>c. Prepare the final product for presentation to an audience</p> <p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p> <p>a. Select words appropriate for audience, situation, or purpose</p> <p>b. Acquire and use new vocabulary</p> <p>c. Consider the effect of word choices on the audience</p>

VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS
Grades PreK – 3

4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
			<p>7. Locate, retrieve, and use information from various sources to accomplish a purpose</p> <ul style="list-style-type: none"> a. Identify and use sources of information on a topic b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a topic c. Use note taking and organizational strategies to record and organize information <ul style="list-style-type: none"> • Participate in teacher-directed note taking and organization of information d. Use information to fulfill a given purpose 	<p>7. Locate, retrieve, and use information from various sources to accomplish a purpose</p> <ul style="list-style-type: none"> a. Identify and use sources of information on a topic b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a topic c. Use note taking and organizational strategies to record and organize information <ul style="list-style-type: none"> • <i>Participate in teacher-directed note-taking and organization of information</i> d. Use information to fulfill a given purpose

VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS

Grades PreK – 3

5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.*

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>A. Grammar</p> <p>1. Use grammar concepts and skills that strengthen oral language</p> <p>a. Use complete sentences to respond to questions</p>	<p>A. Grammar</p> <p>1. Use grammar concepts and skills that strengthen oral language</p> <p>a. Use complete sentences in conversation and to respond to questions</p>	<p>A. Grammar</p> <p>1. Use grammar concepts and skills that strengthen oral and written language</p> <p>a. Use various parts of speech, such as nouns, pronouns, and verbs</p> <p>b. Distinguish between complete and incomplete sentences</p> <p>c. Compose simple sentences using correct word order</p>	<p>A. Grammar</p> <p>1. Identify and use grammar concepts and skills that strengthen oral and written language</p> <p>a. Identify and use various parts of speech, such as nouns, pronouns, verbs, and adjectives</p> <p>b. Compose declarative, interrogative, imperative, and exclamatory sentences</p> <p>c. Identify and use verb forms, such as helping verbs</p> <p>d. Identify and use verb tenses, such as present, past, and future</p>	<p>A. Grammar</p> <p>1. Recognize elements of grammar in personal and academic reading</p> <p>2. Recognize, recall, and use basic elements of grammar to express ideas clearly**</p> <p>a. Identify and use parts of speech such as nouns, pronouns, verbs, adverbs, adjectives (including articles)</p> <p>b. Identify and incorporate subjects and verbs when composing simple sentences</p> <p>c. Compose complete and correct declarative, interrogative, imperative, and exclamatory sentences</p> <p>d. Identify and use verb forms such as singular/plural, regular/irregular</p> <p>e. Identify and use verb tenses such as present, past, and future</p>

* Emphasis is on application of conventions rather than memorization of terms.

**At each grade level, curricular options include more complex examples of previous years' objectives.

VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS
Grades PreK – 3

5.0 Controlling Language: Students will control language by applying the conventions of Standard English in speaking and writing.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>B. Usage</p> <p>1. Comprehend and apply standard English usage in oral language</p> <ul style="list-style-type: none"> a. Use sentences with subject/verb agreement b. Use correct verb tense 	<p>B. Usage</p> <p>1. Comprehend and apply standard English usage in oral language</p> <ul style="list-style-type: none"> a. Use sentences with subject/verb agreement b. Use correct verb tense c. Use sentences with noun/pronoun agreement d. Use commonly confused words correctly, such as <i>get/got</i>, <i>have/has</i> 	<p>B. Usage</p> <p>1. Recognize examples of conventional usage in personal and academic reading</p> <p>2. Comprehend and apply standard English usage in oral and written language</p> <ul style="list-style-type: none"> a. Recognize when subjects and verbs agree b. Recognize when personal nouns and pronouns agree 	<p>B. Usage</p> <p>1. Recognize examples of conventional usage in personal and academic reading</p> <p>2. Comprehend and apply standard English usage in oral and written language</p> <ul style="list-style-type: none"> a. Recognize and use correct subject/verb agreement and noun/pronoun agreement b. Recognize and use consistent and appropriate verb tenses, such as past, present, and future 	<p>B. Usage</p> <p>1. Recognize examples of conventional usage in personal and academic reading</p> <p>2. Comprehend and apply standard English usage in oral and written language**</p> <ul style="list-style-type: none"> a. Use singular subjects with singular verbs and plural subjects with plural verbs b. Apply consistent and appropriate use of verb tenses such as past, present, and future; pronouns such as personal and possessive; and modifiers c. Recognize and correct common usage errors such as homophones, contractions, and commonly confused words d. Use available resources to correct or confirm editorial choices e. Explain editorial choices

**At each grade level, curricular options include more complex examples of previous years' objectives.

VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS
Grades PreK – 3

5.0 Controlling Language: Students will control language by applying the conventions of Standard English in speaking and writing.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>C. Mechanics</p> <ol style="list-style-type: none"> 1. Explain the purpose of mechanics to make and clarify meaning 2. Comprehend basic punctuation and capitalization in written language <ol style="list-style-type: none"> a. Recognize that names begin with a capital letter b. Recognize that space is used to separate words 	<p>C. Mechanics</p> <ol style="list-style-type: none"> 1. Explain the purpose of mechanics to make and clarify meaning 2. Comprehend and use basic punctuation and capitalization in written language <ol style="list-style-type: none"> a. Use periods at the end of sentences b. Use capital letters for first letters of names and beginning sentences 	<p>C. Mechanics</p> <ol style="list-style-type: none"> 1. Explain the purpose of mechanics to make and clarify meaning 2. Comprehend and use basic punctuation and capitalization in written language <ol style="list-style-type: none"> a. Consistently use end punctuation, such as period, question mark, exclamation mark b. Use periods in numbered lists c. Use commas in dates and salutations and closings d. Use capital letters to begin sentences and identify proper nouns, such as names 	<p>C. Mechanics</p> <ol style="list-style-type: none"> 1. Explain the purpose of mechanics to make and clarify meaning in academic and personal reading and writing 2. Comprehend and apply standard English punctuation and capitalization in written language <ol style="list-style-type: none"> a. Use periods and other end punctuation b. Use commas correctly in dates, addresses, salutations and closings, and items in a series c. Use apostrophes in contractions d. Use capital letters to identify proper nouns and to begin sentences 	<p>C. Mechanics</p> <ol style="list-style-type: none"> 1. Explain the purpose of mechanics to make and clarify meaning in academic and personal reading and writing 2. Apply standard English punctuation and capitalization in written language** <ol style="list-style-type: none"> a. Use end punctuation correctly b. Use commas correctly in dates, addresses, city and state, salutations and closings, and items in a series c. Use underlining for titles of books d. Use apostrophes in contractions and singular possessives e. Use quotation marks in simple dialogue f. Use capital letters to begin a sentence and identify a proper noun g. Indent for paragraphs 3. Explain editorial choices involving mechanics

**At each grade level, curricular options include more complex examples of previous years' objectives.

VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS
Grades PreK – 3

5.0 Controlling Language: Students will control language by applying the conventions of Standard English in speaking and writing.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
	<p>D. Spelling</p> <ol style="list-style-type: none"> 1. Apply conventional spelling in written language <ol style="list-style-type: none"> a. Spell first and last name correctly b. Spell a few high frequency words correctly c. Use letters to represent phonemes in words d. Use classroom resources to spell unknown words, such as labeled objects, word walls, charts, pictionaries 	<p>D. Spelling</p> <ol style="list-style-type: none"> 1. Apply conventional spelling in written language <ol style="list-style-type: none"> a. Correctly spell several non-phonetic high frequency words b. Spell phonetically regular high frequency words c. Correctly spell grade level appropriate pattern words d. Spell two syllable words that follow regular spelling patterns, including compound words e. Encode words with simple blends f. Spell words with simple prefixes and inflectional endings g. Use temporary spelling to attempt unknown words h. Access resources to spell unknown words, such as labeled objects, word walls, charts, pictionaries 	<p>D. Spelling</p> <ol style="list-style-type: none"> 1. Apply conventional spelling in written language <ol style="list-style-type: none"> a. Spell non-phonetic high frequency words b. Spell phonetically regular high frequency words c. Spell grade level appropriate pattern words d. Spell two syllable words that follow regular spelling patterns, including compound words e. Spell words with simple prefixes and suffixes f. Represent all sounds in a word when attempting unknown words g. Access resources to spell unknown words, such as word wall, content word chart, dictionary, technology 	<p>D. Spelling</p> <ol style="list-style-type: none"> 1. Recognize conventional spelling in and through personal and academic reading 2. Apply conventional spelling in written language <ol style="list-style-type: none"> a. Spell non-phonetic high frequency words b. Spell words with common prefixes and suffixes c. Modify spellings when adding inflectional endings and suffixes d. Spell words that follow regular spelling patterns in multi-syllabic words e. Spell previously studied contractions and possessives f. Access resources as a spelling aid (word wall, dictionary, technology) 2. Maintain a personal list of words to use in editing original writing

**At each grade level, curricular options include more complex examples of previous years' objectives.

11/15/07

Indicators/objectives that include assessment limits are assessed on MSA.

VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS
Grades PreK – 3

5.0 Controlling Language: Students will control language by applying the conventions of Standard English in speaking and writing.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
	<p>E. Handwriting</p> <ol style="list-style-type: none"> 1. Produce writing that is legible to the audience <ol style="list-style-type: none"> a. Develop fine motor skills necessary to control and sustain handwriting b. Form upper and lower case manuscript letters 	<p>E. Handwriting</p> <ol style="list-style-type: none"> 1. Produce writing that is legible to the audience <ol style="list-style-type: none"> a. Form upper and lower case manuscript letters b. Control size and spacing of manuscript letters on appropriately lined paper c. Use manuscript in daily assignments to build accuracy and automaticity 	<p>E. Handwriting</p> <ol style="list-style-type: none"> 1. Produce writing that is legible to the audience <ol style="list-style-type: none"> a. Form upper and lower case cursive letters b. Use manuscript in daily assignments to build accuracy and automaticity c. Use connecting strokes to write continuous text 	<p>E. Handwriting</p> <ol style="list-style-type: none"> 1. Produce writing that is legible to the audience <ol style="list-style-type: none"> a. Use manuscript fluently when appropriate to the task b. Form upper and lower case letters using cursive writing c. Use connecting strokes to write continuous text for daily assignments d. Use cursive writing for independent assignments to build accuracy and automaticity e. Use word processing technology when appropriate

**At each grade level, curricular options include more complex examples of previous years' objectives.

VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS
Grades PreK – 3

6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>A. Listening</p> <p>1. Demonstrate active listening strategies</p> <p>a. Attend to the speaker</p> <p>2. Comprehend and analyze what is heard</p> <p>a. Determine a speaker's general purpose</p> <p>b. Identify rhythms and patterns of language, including rhyme and repetition</p> <p>c. Demonstrate an understanding of what is heard by retelling and relating prior knowledge</p> <p>d. Follow a set of two- or three- step directions</p> <p>e. Listen carefully to expand and enrich vocabulary</p>	<p>A. Listening</p> <p>1. Demonstrate active listening strategies</p> <p>a. Attend to the speaker</p> <p>2. Comprehend and analyze what is heard</p> <p>a. Determine a speaker's general purpose</p> <p>b. Identify rhythms and patterns of language, including rhyme and repetition</p> <p>c. Demonstrate an understanding of what is heard by retelling and relating prior knowledge</p> <p>d. Follow a set of two- or three- step directions</p> <p>e. Listen carefully to expand and enrich vocabulary</p>	<p>A. Listening</p> <p>1. Demonstrate active listening strategies</p> <p>a. Attend to the speaker</p> <p>b. Respond appropriately to clarify and understand</p> <p>2. Comprehend and analyze what is heard</p> <p>a. Determine a speaker's general purpose</p> <p>b. Identify rhythms and patterns of language, including rhyme and repetition</p> <p>c. Demonstrate an understanding of what is heard by retelling, asking questions, and relating prior knowledge</p> <p>d. Follow a set of multi-step directions</p> <p>e. Listen carefully to expand and enrich vocabulary</p> <p>f. Make judgments based on information from the speaker</p>	<p>A. Listening</p> <p>1. Demonstrate active listening strategies</p> <p>a. Attend to the speaker</p> <p>b. Ask appropriate questions</p> <p>c. Respond appropriately to clarify and understand</p> <p>2. Comprehend and analyze what is heard</p> <p>a. Determine whether a speaker's general purpose is to inform, to persuade, or to entertain</p> <p>b. Identify rhythms and patterns of language, including alliteration, onomatopoeia, rhyme, and repetition</p> <p>c. Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing</p> <p>d. Follow a set of multi-step directions</p> <p>e. Listen carefully to expand and enrich vocabulary</p> <p>f. Make judgments based on information from the speaker</p>	<p>A. Listening</p> <p>1. Demonstrate active listening strategies</p> <p>a. Attend to the speaker</p> <p>b. Ask appropriate questions</p> <p>c. Respond appropriately to clarify and understand</p> <p>2. Comprehend and analyze what is heard</p> <p>a. Determine whether a speaker's general purpose is to inform, to persuade, or to entertain</p> <p>b. Identify rhythms and patterns of language, including alliteration, onomatopoeia, rhyme, and repetition</p> <p>c. Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing</p> <p>d. Follow a set of multi-step directions</p> <p>e. Listen carefully to expand and enrich vocabulary</p> <p>f. Make judgments based on information from the speaker</p>

VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS
Grades PreK – 3

7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>A. Speaking</p> <p>1. Use organization and delivery strategies</p> <p>a. Speak clearly enough to be heard and understood in a variety of settings</p> <p>2. Make oral presentations</p> <p>a. Speak in a variety of situations to inform and/or relate experiences, such as retelling stories</p> <p>b. Use props in situations, such as show-and-tell</p>	<p>A. Speaking</p> <p>1. Use organization and delivery strategies</p> <p>a. Speak clearly enough to be heard and understood in a variety of settings</p> <p>2. Make oral presentations</p> <p>a. Speak in a variety of situations to inform and/or relate experiences, such as retelling stories and/or state an opinion</p> <p>b. Use props in situations, such as show-and-tell</p>	<p>A. Speaking</p> <p>1. Use organization and delivery strategies</p> <p>a. Speak clearly enough to be heard and understood in a variety of settings</p> <p>b. Use verbal and non-verbal techniques useful in communication, such as volume and/or gestures</p> <p>2. Make oral presentations</p> <p>a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories</p> <p>b. State a position and support it with reasons</p> <p>c. Use props when appropriate</p>	<p>A. Speaking</p> <p>1. Use organization and delivery strategies</p> <p>a. Speak clearly enough to be heard and understood in a variety of settings</p> <p>b. Use verbal and non-verbal techniques useful in communication, such as volume and/or gestures</p> <p>2. Make oral presentations</p> <p>a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories</p> <p>b. State a position and support it with reasons</p> <p>c. Participate in dramatic presentations</p> <p>d. Plan and deliver effective oral presentations</p> <p>e. Use props when appropriate</p>	<p>A. Speaking</p> <p>1. Use organization and delivery strategies at an appropriate level</p> <p>a. Speak clearly enough to be heard and understood in a variety of situations for a variety of purposes</p> <p>b. Use appropriate non-verbal techniques to enhance communication</p> <ul style="list-style-type: none"> • <i>Posture</i> • <i>Eye contact</i> • <i>Facial expressions</i> • <i>Gestures</i> <p>2. Make oral presentations</p> <p>a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories</p> <p>b. State a position and support it with reasons</p> <p>c. Participate in dramatic presentations</p> <p>d. Plan and deliver effective oral presentations</p> <p>e. Use props when appropriate</p>