

## Kindergarten:

### Reading/Literature

- Use a variety of strategies and word recognition skills: left to right progression, basic sight words, phonemic awareness, word families, context clue, and prior knowledge. (A.1)
- Examine words for initial and final consonants, vowel sounds, word families, and syllables. (A.1)
- Use phonemic awareness to differentiate familiar sounds, rhyming elements, initial, final and middle sounds. (A.1)
- Comprehend reading by using prior knowledge, making predictions, finding context clues, and developing visual images. (A.1)
- Learn how to self-select books for individual reading. (A.1)
- Identify the characteristics of a book and where to locate information. (A.1)
- Retell a story, identify characters and setting. (A.2)
- Access to variety of children's literature and story genres. (A.2)
- Distinguish between fiction/nonfiction and realism/fantasy. (A.2)

### Writing

- Create or produce writing to communicate (B.1) using illustrations, sentence dictation, inventive spelling, word wall. (B.2)
- Attempt to read own writing. (B.2)
- Exposed to correct sentence structure. (B.2)
- Understanding the different types of sentences and the function of punctuation. (B.3)

### Oral Communication

- Orally communicate information effectively to peers. (C.1)
- Learn to follow basic listening skills. (C.2)
- Participate in classroom discussions. (C.3)

### Language

- Teach students to use the word wall to help spell words correctly. (D.1)

## Grade I:

### Reading/Literature

- Use a variety of strategies and word recognition skills: left to right progression, basic sight words, phonemic awareness, word families, context clue, and prior knowledge. (A.1)
- Apply decoding skills to unfamiliar words. (A.1)
- Examine words for initial, middle, and final consonants, blends, digraphs, vowels, word families, compound words, base words, possessive forms, plurals, contractions, prefixes and suffixes, and syllables. (A.1)
- Use phonemic awareness to differentiate familiar sounds, rhyming elements, initial, middle, and final sounds. (A.1)
- Comprehend reading by using prior knowledge, making predictions, finding context clues, and developing visual imaging. (A.1)
- Taught comprehension strategies of self-correcting, self-monitoring, picture clues, and rereading. (A.1)
- Work toward reading with age-appropriate fluency, accuracy, and expression. (A.1)
- Learn how to self-select books for individual reading (A.1)
- Identify the characteristics of a book and where to locate information. (A.1)
- Retell a story; identify the characters, setting, problem, and solution. (A.2)
- Access to a variety of children's literature and genres (A.2) to read for discovery or leisure. (A.3)
- Distinguish between fiction/nonfiction; realism/fantasy; fact/opinion. (A.2, A.3)
- Read to acquire information to complete a story map, timeline, or skim for facts. (A.4)

### Writing

- Create or produce writing to communicate such as simple reports, messages, short narratives, and journaling for a variety of readers. (B.1)
- Write creative pieces like short stories, poetry. (B.1)
- Copy sentences/stories accurately from board with attention to spelling, formation of letters and punctuation. (B.1)
- Learn the publishing process. (B.2)
- Write legible sentences to put ideas and feelings into writing. (B.2)
- Introduced to the parts of speech. (B.3)
- Understanding the different types of sentences and the particular ending mark used. (B.3)
- Spell frequently used words correctly by checking the word wall. (B.3)

### Oral Communication

- Orally communicate information effectively to peers, adults. (C.1)
- Perform readings and presentations. (C.1)
- Participate in classroom discussions. (C.3)
- Demonstrate competence and confidence in speaking and listening for learning, communicating, and enjoyment. (C.3)

### Language

- Develop vocabulary. (D.1)
- Introduce resources to spell words correctly. (D.1)

## Grade 2

### Reading/Literature

- Know a variety of strategies and word recognition skills: left to right progression, basic sight words, phonemic awareness, word families, context clue, and prior knowledge. (A.1)
- Be able to monitor independent reading in order to appreciate written text. (A.1)
- Examine words for initial, middle, final consonants, vowel sounds, word families, syllables, prefixes, suffixes, compound words, base words, possessive forms, plurals, contractions. (A.1)
- Use phonemic awareness to differentiate familiar sounds, rhyming elements, initial, middle, and final sounds. (A.1)
- Utilize strategies to comprehend various forms of written texts by using prior knowledge, making predictions, finding context clues, visualizing.(A.1)
- Work on reading with age-appropriate fluency, accuracy, and expression. (A.1)
- Identify story elements in fiction and features of nonfiction texts. (A.2)
- Know and read a variety of genres. (A.2)
- Discuss literary and nonliterary texts to understand experience and acquire information. (A.3, A.4)

### Writing

- Use nonfiction writing to communicate such as simple reports, instructions, messages and compose creative pieces such as poetry, social letters, short narratives. (B.1)
- Use the writing process, including: pre-writing, rough draft, revise, edit, publish. (B.2)
- Write with a command of grammatical and mechanical conventions. (B.2)
- Edit “Oral Daily Language” sentences. (B.2)
- Write in complete sentences using correct spelling and vocabulary. (B.2)
- Learn to write paragraphs using nouns, verbs, and adjectives. (B.3)
- Understand the different types of sentences and the particular ending punctuation used. (B.3)
- Spell frequently used words correctly using word walls, glossary, or computer spell check. (B.3)

### Oral Communication

- Read stories orally with expression and automatic word recognition. (C.1)
- Be an active listener by responding with appropriate comments and questions (C2)
- Actively participate in group discussion. (C.3)

### Language

- Develop vocabulary introducing the meaning of prefixes and suffixes. (D.1)
- Show through literature common figures of speech such as similes, personification, metaphors. (D.1)
- Teach students to use a glossary to find spelling or word meaning. (D.1)

### Grade 3:

#### Reading/Literature

- Read and apply reading strategy skills across the curriculum. (A.1)
- Choose books independently and read. (A.1)
- Draw upon prior knowledge to comprehend and build concepts. (A.1)
- Be able to decode unknown words in content area. (A.1)
- Use decoding skills independently, including knowledge of prefixes, suffixes, phonics, and spelling, to enhance word recognition. (A.1)
- Be able to read fluently and with expression. (A.1)
- Work toward being able to identify the main idea, topic sentence, and supporting details. (A.2)
- Analyze texts in terms of problem-solution, comparison, cause-effect. (A.2)
- Identify story elements and the features of nonfiction text. (A.2)
- Read and comprehend a variety of literature and genre, including picture books, fairy tales, biographies, fiction, nonfiction, poetry, plays, fables, information books. (A.2)
- Read for information from nonfiction, science, social studies, and religion texts. (A.2)
- Use current publications to share current events (*Weekly Reader*, *Scholastic News*) (A.3, A.4)

#### Writing

- Produce writing to communicate in both technical and expressive pieces. (B.1)
- Use the writing process, including: pre-writing, rough draft, revise, edit, publish. (B.2)
- Respond to literature in a variety of ways. (B.1)
- Apply knowledge of grammar, spelling, and language structure including spelling, punctuation capital letters, and usage in written work. (B.2)
- Learn to write a paragraph organized around a main idea, topic sentence, and supporting details. (B.2)

#### Oral Communication

- Be active listeners and form appropriate questions after listening to stories or topics being discussed. (C.1)
- Follow oral instruction as given by teacher to complete an activity. (C.2)
- Be an active participant in discussions in content subjects. (C.3)

#### Language

- Develop vocabulary by introducing phrases and idioms in literature. (D.1)
- Use resources to spell and define words such as dictionary, glossary. (D.1)

## Grade 4:

### Reading/ Literature

- Apply decoding skills and structural analysis, including the elements of base words, root words, prefixes, suffixes, inflectional endings, compound words, and contractions to assist in word recognition and meaning. (A.1)
- Apply reading skills to other content areas. (A.1)
- Read a wide range of literature, including poetry, autobiographies, biographies, fiction, and nonfiction, including all genre. (A.1)
- Construct meaning of text using description, sequence, cause-effect, problem-solution, or comparison. (A.2)
- Use the basic elements of plot: problem sequence, turning point, conflict, and solution to deepen understanding. (A.2)
- Interpret diagrams, charts, maps found in content reading. (A.2)
- Use current publications to write and share current events (*Weekly Reader*, *Scholastic*). (A.2)
- Be able to summarize items or stories. (A.2)

### Writing

- Use writing to inform, entertain, express, and persuade. (B.1)
- Know and use the correct sentence structure, spelling in written assignments. (B.2)
- Proofread and edit writing. (B.2)
- Use the four types of sentences correctly. (B.2)
- Use strategies for research, including: finding a topic, gathering information, and using a variety of reference materials. (B.2)
- Research a topic and use procedures: note taking, outline, first draft, editing, and final copy. (B.2)

### Oral Communication

- Give oral presentations with confidence. (C.1)
- Be able to give feedback to a speaker. (C.2)
- Volunteer relevant information, questions, or ideas to class discussions. (C.3)

### Language

- Continue to develop vocabulary by being aware of phrases, idioms, metaphors, and personification used in literature. (D.1)
- Teach students when to use thesaurus. (D.1)

## Grade 5:

### Reading/ Literature

- Use varied methods, such as dictionaries, context clues, and phonics, to decode and comprehend unfamiliar words in all content areas. (A.1)
- Demonstrate comprehension by combining prior knowledge with oral discussion, questions, and written responses. (A.1)
- Read and identify different genres of literature, including fiction, nonfiction, classics, and contemporary works. (A.2)
- Recognize similes, metaphors, and personification. (A.2)
- Identify idioms and figurative language used in literature. (A.2)
- Recognize propaganda techniques and points of view. (A.2)
- Develop an understanding of the diversity of cultural backgrounds and language through text selections. (A.3)
- Gather information from the media. (A.3)
- Interpret graphic aids to gain information and assist in understanding text in all content areas. (A.4)

### Writing

- Write to express personal thoughts and experiences. (B.1)
- Write with a sense of purpose. (B.1)
- Use a variety of resources, including the Internet, to research and write a research paper, apply copyright laws, and cite sources for information. (B.1, B.2)
- Use the five steps in the writing process: pre-writing, revising, editing, and publishing. (B.2)
- Apply correct punctuation, capitalization, indentation, and grammatical errors by revising and editing. (B.3)

### Oral Communication

- Speak with clarity in order to persuade, inform, demonstrate, present humor, and give an impromptu speech. Participation in Forensics competition. (C.1)
- Demonstrate comprehension through oral discussion and questions in a discussion. (C.2, C.3)

### Language

- Build vocabulary through new terms used in the content areas. (D.1)
- Familiar with use of the dictionary, thesaurus to find word meanings or spell words correctly. (D.1)

## Grade 6:

### Reading/ Literature

- Choose and use appropriate strategies to understand content area texts: context clues, skim for factual information, construct a timeline, complete a story map. (A.1, A.4))
- Demonstrate competence in general skills and strategies of the reading process: summarize, sequence events, adjust reading rate according to material and purpose. (A.1)
- Read literature from different genres to understand human experience. (A.2)
- Read biographies to develop an understanding of the time and contributions of the characters. (A.2)
- Use encyclopedias, newspapers, and the Internet to gain new information. (A.3)

### Writing

- Express information and personal thoughts clearly, strategically, critically, and creatively to different audiences for a variety of purposes. (B.1)
- Complete a research project. (B.1)
- Know and utilize the five steps in the writing process (pre-writing, writing, revising, editing, and publishing). (B.2)
- Write using Standard English with correct grammar. (B.3)
- Identify the parts of speech. (B.3)
- Effectively gather, synthesize, and use information for research purposes. (B.1, B.3)

### Oral Communication

- Be active listeners, able to interpret effective tone, follow oral directions, and process information. (C.1, C.2)
- Participate in conversations and give clear, accurate directions. (C.1)
- Give speeches to inform, persuade, demonstrate, relate humor, etc. Participation in Forensics competition. (C.1)
- Demonstrate ability to adapt speech to different social situations. (C.1)

### Language

- Learn the origin and multiple meanings of selected words to build vocabulary. (D.1)
- Implement the skills to use a glossary, a thesaurus, a dictionary, and Spell Check to help define and spell words. (D.1)