

Grade 1	Grade 2	Grade 3
<p><b>Standard 1 – READING: Word Recognition, Fluency, and Vocabulary Development</b></p> <p><i>Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.</i></p>	<p><b>Standard 1 – READING: Word Recognition, Fluency, and Vocabulary Development</b></p> <p><i>Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.</i></p>	<p><b>Standard 1 – READING: Word Recognition, Fluency, and Vocabulary Development</b></p> <p><i>Students understand the basic features of words. They select letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (un-, -ful), and context clues (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.</i></p>
<p><b>Concepts about Print</b></p> <p>1.1.1 Match oral words to printed words.</p> <p>1.1.2 Identify letters, words, and sentences.</p> <p>1.1.3 Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.</p>	<p><b>Concept about Print</b></p>	<p><b>Concepts about Print</b></p>
<p><b>Phonemic Awareness</b></p> <p>1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).</p> <p>Example: Tell the sound that comes at the beginning of the word <i>sun</i>. Tell the sound that comes at the end of the word <i>cloud</i>. Tell the sound that comes in the middle of the word <i>boat</i>.</p> <p>1.1.5 Recognize different vowel sounds in</p>	<p><b>Phonemic Awareness</b></p> <p>2.1.1 Demonstrate an awareness of the sounds that are made by different letters by distinguishing beginning, middle, and ending sounds in words; rhyming words; and clearly pronouncing blends and vowel sounds.</p>	<p><b>Phonemic Awareness</b></p>

<p>orally stated single-syllable words.</p> <p>Example: Say the sound that is in the middle of the word <i>bit</i>. Say the sound that is in the middle of the word <i>bite</i>. Tell whether this is the same sound or a different sound.</p> <p>1.1.6 Recognize that vowels' sounds can be represented by different letters.</p> <p>1.1.7 Create and state a series of rhyming words.</p> <p>1.1.8 Add, delete, or change sounds to change words.</p> <p>Example: Tell what letter you would have to change to make the word <i>cow</i> into the word <i>how</i>. Tell what letter you would have to change to make the word <i>pan</i> into <i>an</i>.</p> <p>1.1.9 Blend two to four phonemes (sounds) into recognizable words.</p> <p>Example: Tell what word is made by the sounds /b/ /a/ /t/. Tell what word is made by the sounds /f/ /a/ /t/.</p>		
<p><b>Decoding and Word Recognition</b></p> <p>1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (<i>a, e, i, o, u</i>), and blend those sounds into recognizable words.</p> <p>1.1.11 Read common sight words (words that are often seen and heard).</p> <p>1.1.12 Use phonic and context clues as self-</p>	<p><b>Decoding and Word Recognition</b></p> <p>2.1.2 Recognize and use knowledge of spelling patterns (such as <i>cut/cutting, slide/sliding</i>) when reading.</p> <p>2.1.3 Decode (sound out) regular words with more than one syllable (<i>dinosaur, vacations</i>).</p> <p>2.1.4 Recognize common abbreviations (<i>Jan., Fri.</i>).</p> <p>2.1.5 Identify and correctly use regular plural</p>	<p><b>Decoding and Word Recognition</b></p> <p>3.1.1 Know and use more difficult word families (-ight) when reading unfamiliar words.</p> <p>3.1.2 Read words with several syllables.</p> <p>3.1.3 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, change in voice, and expression.</p>

<p>correction strategies when reading.</p> <p>1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the <i>ea</i> in <i>eat</i>) and knowledge of how vowel sounds change when followed by the letter <i>r</i> (such as the <i>ea</i> in the word <i>ear</i>).</p> <p>Example: Correctly read aloud the vowel sounds made in words, such as <i>ear, eat, near, their, or wear</i>.</p> <p>1.1.14 Read common word patterns (<i>-ite, -ate</i>).</p> <p>Example: Read words, such as <i>gate, late, and kite</i>.</p> <p>1.1.15 Read aloud smoothly and easily in familiar text.</p>	<p>words (<i>mountain/mountains</i>) and irregular plural words (<i>child/children, mouse/mice</i>).</p> <p>2.1.6 Read aloud fluently and accurately with appropriate changes in voice and expression.</p>	
<p><b>Vocabulary and Concept Development</b></p> <p>1.1.16 Read and understand simple compound words (<i>birthday, anything</i>) and contractions (<i>isn't, aren't, can't, won't</i>).</p> <p>1.1.17 Read and understand root words (<i>look</i>) and their inflectional forms (<i>looks, looked, looking</i>).</p> <p>Example: Recognize that the <i>s</i> added to the end of <i>chair</i> makes it mean more than one chair. Recognize that adding <i>ed</i> to the end of <i>jump</i> makes it mean jumping that happened in the past.</p> <p>1.1.18 Classify categories of words.</p> <p>Example: Tell which of the following are fruits and which are vegetables:</p>	<p><b>Vocabulary and Concept Development</b></p> <p>2.1.7 Understand and explain common antonyms (words with opposite meanings) and synonyms (words with the same meanings).</p> <p>2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (<i>lunchtime, lunchroom, daydream, raindrop</i>).</p> <p>2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as <i>un-</i>) and suffixes (word parts added at the end of words such as <i>-ful</i>).</p> <p>2.1.10 Identify simple multiple-meaning words (<i>change, duck</i>).</p> <p>2.1.11 Know and use common word families</p>	<p><b>Vocabulary and Concept Development</b></p> <p>3.1.4 Determine the meanings of words using knowledge of antonyms (words with opposite meaning), synonyms (words with the same meaning), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).</p> <p>Example: Understand that words, such as <i>fair</i> and <i>fare</i>, are said the same way but have different meanings. Know the difference between two meanings of the word <i>lead</i> when used in sentences, such as “The pencil has lead in it” and “I will lead the way.”</p> <p>3.1.5 Demonstrate knowledge of grade-level appropriate words to speak specifically</p>

<p><i>bananas, oranges, apples, carrots, and peas.</i></p> <p>1.1.19 Identify important signs and symbols, such as stop signs, school crossing signs, or restroom symbols, from the colors, shapes, logos and letters on the signs or symbols.</p>	<p>(such as <i>-ale, -est, -ine, -ock, -ump</i>) when reading unfamiliar words.</p>	<p>about different issues.</p> <p>3.1.6 Use sentence and word context to find the meaning of unknown words.</p> <p>3.1.7 Use a dictionary to learn the meaning and pronunciation of unknown words.</p> <p>3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as <i>un-, pre-</i>) and suffixes (word parts added at the end of words such as <i>-er, -ful, -less</i>) to determine the meaning of words.</p> <p>3.1.9 Identify more difficult multiple-meaning words (such as <i>puzzle</i> or <i>fire</i>).</p>
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<p><b>Standard 2 – READING: Reading and Comprehension</b></p> <p><i>Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources, to understand what they read. At Grade 1, in addition to regular classroom reading, students begin to read a variety of grade-level-appropriate narrative (story) and expository (informational) texts (such as grade-level-appropriate classic and contemporary literature, nursery rhymes, alphabet books, children's magazines, dictionaries, and online information).</i></p>	<p><b>Standard 2 – READING: Reading Comprehension</b></p> <p><i>Students read and understand grade-level appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what they read. In addition to their regular school reading, at Grade 2, students read a variety of grade-level-appropriate narrative (story) and expository (informational) texts (such as grade-level-appropriate classic and contemporary literature, poetry, children's magazines and newspapers, dictionaries and other reference materials, and online information).</i></p>	<p><b>Standard 2 – READING: Reading Comprehension</b></p> <p><i>Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read. In addition to their regular school reading, at Grade 3, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, children's magazines and newspapers, reference materials, and online information.</i></p>
<p><b>Structural Features of Informational and Technical Materials</b></p> <p>1.2.1 Identify the title, author, illustrator, and table of contents of a reading selection.</p> <p>1.2.2 Identify text that uses sequence or other logical order.</p> <p>Example: Explain how an informational text is different from a story. Tell what might be included in an informational book that uses sequence, such as a book on making a bird feeder like <i>The Bird Table</i> by Pauline Cartwright.</p>	<p><b>Structural Features of Informational and Technical Materials</b></p> <p>2.2.1 Use titles, tables of contents, and chapter headings to locate information in text.</p> <p>2.2.11 Identify text that uses sequence or other logical order (alphabetical order or time).</p>	<p><b>Structural Features of Informational and Technical Materials</b></p> <p>3.2.1 Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.</p>
<p><b>Comprehension and Analysis of Grade-Level-Appropriate Text</b></p> <p>1.2.3 Respond to <i>who, what, when, where, why, and how</i> questions and discuss the main idea of what</p>	<p><b>Comprehension and Analysis of Grade-Level-Appropriate Text</b></p> <p>2.2.2 State the purpose of reading.</p> <p>Example: Compare similar stories from different cultures, such as <i>Little Red</i></p>	<p><b>Comprehension and Analysis of Grade-Level-Appropriate Text</b></p> <p>3.2.2 Ask questions and support answers by connecting prior knowledge with literal information from the text.</p>

<p>is read.</p> <p>Example: Read a story, such as <i>Frog and Toad Together</i> by Arnold Lobel or <i>There's an Alligator Under My Bed</i> by Mercer Mayer, and tell about the story, including the main idea, important events (what, when, why, how), setting (where), and characters (who).</p> <p>1.2.4 Follow one-step written instructions.</p> <p>1.2.5 Use context (the meaning of the surrounding text) to understand word and sentence meanings.</p> <p>1.2.6 Confirm predictions about what will happen next in a text by identifying key words.</p> <p>Example: Read part of a story, such as <i>The Musicians of Bremen: A Tale from Germany</i> by Jane Yolen, and tell what might happen next and how the story might end. Read part of an informational text, such as <i>The Carrot Seed</i> by Ruth Krauss, and guess what might happen next. Then, check to see if these predictions are correct by looking ahead in the text.</p> <p>1.2.7 Relate prior knowledge to what is read.</p> <p>Example: Read a text or story, such as <i>My Sister Is My Friend</i> by Hannah Markley, and tell about a time an older person helped you do something, the way the character in Markley's story is helped by her older sister.</p>	<p><i>Riding Hood</i> and <i>Lon Po Po</i> (Chinese version). Read an information text about pets to decide what kind of animal would make the best pet.</p> <p>2.2.3 Use knowledge of the author's purpose(s) to comprehend informational text.</p> <p>Example: Read an informational text that compares different people, animals, or plants, such as <i>Gator or Croc</i> by Allan Fowler.</p> <p>2.2.4 Ask and respond to questions to aid comprehension about important elements of informational texts.</p> <p>Example: After reading a short account about the first man on the moon, ask and answer <i>why</i>, <i>what if</i>, and <i>how</i> questions to understand the lunar landing.</p> <p>2.2.5 Restate facts and details in the text to clarify and organize ideas.</p> <p>Example: Summarize information learned from a text, such as detail about ant colonies stated in <i>Ant Cities</i> by Arthur Dorros or reported about spider webs in <i>Spider Magic</i> by Dorothy Hinshaw Patent.</p> <p>2.2.6 Recognize cause-and-effect relationships in a text.</p> <p>Example: Read an informational book that explains some common scientific causes and effects, such as the growth of a plant from a seed or the effects of different weather patterns, such as too much snow or rain at one time causing</p>	<p>Example: When reading informational materials about science topics or social science subjects, compare what is read to background knowledge about the subject.</p> <p>3.2.3 Show understanding by identifying answers in the text.</p> <p>Example: After generating a question about information in a text, skim and scan the remaining text to find the answer to the question.</p> <p>3.2.4 Recall major points in the text and make and revise predictions about what is read.</p> <p>Example: Read a story, such as <i>Storm in the Night</i> by Mary Slattery Stolz or part of <i>Ramona</i> by Beverly Cleary, and predict what is going to happen next in the story. Confirm or revise the prediction based on further reading.</p> <p>3.2.5 Distinguish the main idea and supporting details in expository (informational) text.</p> <p>Example: Read an informational text, such as <i>The Magic School Bus Inside the Earth</i> by Joanna Cole or <i>Volcano</i> by Christopher Lampton, and make a chart listing the main ideas from the text and the details that support them.</p> <p>3.2.6 Locate appropriate and significant information from the text, including problems and solutions.</p>
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	<p>flooding.</p> <p>2.2.7 Interpret information from diagrams, charts, and graphs.</p> <p>Example: Use a five-day weather chart or a weather chart on the Internet to determine the weather for the coming weekend.</p> <p>2.2.8 Follow two-step written instructions.</p> <p>2.2.9 Use context (the meaning of the surrounding text) to understand word and sentence meanings.</p> <p>2.2.10 Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as <i>before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when</i> or cause and effect, such as <i>because, since, therefore, so</i>).</p>	<p>Example: Identify the problem faced by a character in a book, such as <i>A Gift for Tia Rosa</i> by Karen T. Taha, and explain how the character solved his or her problem. Identify how problems can form the motivations for new discoveries or inventions by reading informational texts about famous inventors, scientists, or explorers, such as Thomas Edison or Jonas Salk.</p> <p>3.2.7 Follow simple multiple-step written instructions.</p> <p>3.2.8 Distinguish between cause and effect and between fact and opinion in informational text.</p> <p>3.2.9 Identify text that uses sequence or other logical order (alphabetical, time, categorical).</p>
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<p><b>Standard 3 – READING: Literacy Response and Analysis</b></p> <p><i>Students read and respond to a wide variety of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read.</i></p>	<p><b>Standard 3 – READING: Literary Response and Analysis</b></p> <p><i>Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read.</i></p>	<p><b>Standard 3 – READING: Literacy Response and Analysis</b></p> <p>Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read.</p>
		<p><b>Structural Features of Literature</b></p> <p>3.3.1 Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction.</p> <p>Example: Look at the same topic, such as cranes, and see how it is shown differently in various forms of literature, such as the poem "On the Run" by Douglas Florian, the play <i>The Crane Wife</i> by Sumiko Yagawa, Anne Laurin's fictional book <i>Perfect Crane</i>, and the nonfiction counting book <i>Counting Cranes</i> by Mary Beth Owens.</p>
<p><b>Narrative Analysis of Grade-Level-Appropriate Text</b></p> <p>1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.</p> <p>Example: Read a story, such as <i>Arthur's Prize Reader</i> by Lillian Hoban. Retell the story, including descriptions</p>	<p><b>Narrative Analysis of Grade-Level-Appropriate Text</b></p> <p>2.3.1 Compare plots, settings, or characters presented by different authors.</p> <p>Example: Read and compare <i>Strega Nona</i>, an old Italian folktale retold by Tomie DePaola, with <i>Ox-Cart Man</i> by Donald Hall.</p>	<p><b>Narrative Analysis of Grade-Level-Appropriate Text</b></p> <p>3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.</p> <p>Example: Read and discuss the plots of the folktales from around the world that explain why animals are the way they are, such as <i>Why Mosquitos</i></p>

<p>of the characters and plot of the story, by telling about what happens to Arthur in the contest that he enters and the one that he helps his sister to enter. Plot the story onto a story map.</p> <p>1.3.2 Describe the roles of authors and illustrators.</p> <p>Example: Read a book, such as <i>The Very Hungry Caterpillar</i> by Eric Carle or <i>Where the Wild Things Are</i> by Maurice Sendak, in which the art is especially important in telling the story. Describe the role of the author and illustrator, and discuss how the pictures help to tell the story.</p> <p>1.3.3 Confirm predictions about what will happen next in a story.</p> <p>1.3.4 Distinguish fantasy from reality.</p> <p>1.3.5 Understand what is read by responding to questions. (who, what, when, where, why, how)</p>	<p>2.3.2 Create different endings to stories and identify the reason and the impact of the different ending.</p> <p>Example: Read a story, such as <i>Fin McCoul – The Giant of Knockmany Hill</i>, Tomie DePaola’s retelling of an Irish folktale. Then, discuss different possible endings to the story, such as how the story would change if Fin’s wife had not helped him or if Fin were not a giant.</p> <p>2.3.3 Compare versions of same stories from different cultures.</p> <p>Example: Compare fairy tales and folktales that have been retold by different cultures, such as <i>The Three Little Pigs</i> and the southwestern/Latino version <i>The Three Little Javelinas</i> by Susan Lowell, or <i>Cinderella</i> and the African version, <i>Myfaro’s Beautiful Daughters</i> by John Steptoe.</p> <p>2.3.4 Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry.</p> <p>Example: Listen to or read the rhymes for each letter of the alphabet in <i>A, My Name is Alice</i> by Jane Bayer. Tell what effects the writer uses to make the poems fun to hear.</p> <p>2.3.5 Confirm predictions about what will happen next in a story.</p> <p>2.3.6 Recognize the difference between fantasy and reality.</p> <p>2.3.7 Identify the meaning or lesson of a story.</p>	<p>Buzz in People’s Ears retold by Verna Aardema or How the Leopard Got Its Spots by Jusine and Ron Fontes. Plot each story onto a story map.</p> <p>3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.</p> <p>Example: Discuss and write about the comical aspects of the motorcycle-riding mouse, Ralph S. Mouse, the main character in Beverly Cleary’s book by the same name.</p> <p>3.3.4 Determine the theme or author’s message in fiction and nonfiction text.</p> <p>Example: Look at the admirable qualities in Abraham Lincoln as shown in both the fictional story, <i>More than Halfway There</i> by Janet Halliday Erin, and the nonfiction biography, <i>Abe Lincoln’s Hat</i> by Martha Brenner.</p> <p>3.3.5 Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds.</p> <p>Example: Discuss the different words that are used to imitate sounds. To explore these words further, read a book on the topic, such as <i>Cock-a-doodle doo!: What Does It Sound Like to You?</i> by Marc Robinson, in which the author discusses the words that various languages use for such sounds as a dog’s bark, a train’s whistle, and water dripping.</p>
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<p><b>Standard 4 - WRITING: Writing Process</b>  <i>Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.</i></p>	<p><b>Standard 4 – WRITING: Writing Process</b>  <i>Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.</i></p>	<p><b>Standard 4 – WRITING: Writing Process</b>  <i>Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising and editing multiple drafts</i></p>
<p><b>Organization and Focus</b></p> <p>1.4.1 Discuss ideas and select a focus for group stories or other writing.</p> <p>1.4.2 Use various organizational strategies to plan writing.</p>	<p><b>Organization and Focus</b></p> <p>2.4.1 Create a list of ideas of writing.</p> <p>2.4.2 Organize related ideas together to maintain a consistent focus.</p>	<p><b>Organization and Focus</b></p> <p>3.4.1 Find ideas for writing stories and descriptions in conversations with others, and in books, magazines, school textbooks, or on the Internet.</p> <p>3.4.2 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.</p> <p>3.4.3 Create single paragraphs with topic sentences and simple supporting facts and details.</p> <p>3.4.9 Organize related ideas together within a paragraph to maintain a consistent focus.</p>
	<p><b>Research and Technology</b></p> <p>2.4.3 Find ideas for writing stories and descriptions in pictures or books.</p> <p>2.4.4 Understand the purposes of various reference materials (such as a dictionary, thesaurus, and atlas).</p> <p>2.4.5 Use a computer to draft, revise and publish writing.</p>	<p><b>Research and Technology</b></p> <p>3.4.4 Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).</p> <p>3.4.5 Use a computer to draft, revise, and publish writing.</p>

<p><b>Evaluation and Revision</b></p> <p>1.4.3 Revise writing for others to read.</p> <p>1.4.4 Begin asking questions to guide topic selection and ask how and why questions about a topic of interest.</p> <p>1.4.5 Identify a variety of sources of information (books, online sources, pictures, charts, tables of contents, diagrams) and document the sources (titles).</p> <p>1.4.6 Organize and classify information by constructing categories on the basis of observation.</p>	<p><b>Evaluation and Revision</b></p> <p>2.4.6 Review, evaluate, and revise writing for meaning and clarity.</p> <p>2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.</p> <p>2.4.8 Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.</p>	<p><b>Evaluation and Revision</b></p> <p>3.4.6 Review, evaluate, and revise writing for meaning and clarity.</p> <p>3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.</p> <p>3.4.8 Revise writing for others to read, improving the focus and progression of ideas.</p>
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<p><b>Standard 5 - WRITING: Writing Application (Different Types of Writing and Their Characteristics)</b></p> <p><i>At Grade 1, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i></p>	<p><b>Standard 5 – WRITING: Writing Applications (Different Types of Writing and Their Characteristics)</b></p> <p><i>At Grade 2, students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 – Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i></p>	<p><b>Standard 5 – WRITING: Writing Applications (Different Types of Writing and Their Characteristics)</b></p> <p><i>At Grade 3, students continue to write compositions that describe and explain familiar objects, events, and experiences. Students write both informal and formal letters. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 – Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i></p>
<p>Using the writing strategies of Grade 1 outlined in Standard 4 — Writing Process, students:</p> <p>1.5.1 Write brief narratives (stories) describing an experience.</p> <p>Example: Write a short story titled <i>My Friend</i> describing an experience that is real or imagined.</p> <p>1.5.2 Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details.</p> <p>Example: Write a description of a family member, a pet, or a favorite toy. Include enough details that the reader can picture the person, animal, or object.</p>	<p>In addition to producing the different writing forms introduced in earlier grades, Grade 2 students use the writing strategies outlined in Standard 4 – Writing process to:</p> <p>2.5.1 Write brief narratives (stories) based on their experiences that:</p> <ul style="list-style-type: none"> <li>• move through a logical sequence of events.</li> <li>• describe the setting, characters, objects, and events in detail.</li> </ul> <p>Example: Write a story about an experience that took place during a certain season in the year: spring, summer, fall, or winter. Tell the story in the order that it happened and describe it in enough detail so that the reader can picture clearly the place, people, and events.</p> <p>2.5.2 Write a brief description of a familiar</p>	<p>In addition to producing the different writing forms introduced in earlier grades, Grade 3 students, use the writing strategies outlined in Standard 4 – Writing Process to:</p> <p>3.5.1 Write narratives (stories) that:</p> <ul style="list-style-type: none"> <li>• provide a context within which an action takes place.</li> <li>• include details to develop the plot.</li> </ul> <p>Example: Write a story based on an article in a magazine, such as <i>Crick</i> or <i>Stone Soup</i>, about what life was like 100 year ago.</p> <p>3.5.2 Write descriptive pieces about people, places, things, or experiences that:</p> <ul style="list-style-type: none"> <li>• develop a unified main idea.</li> <li>• use details to support the main idea.</li> </ul>

<p>1.5.3 Write simple rhymes.</p> <p>1.5.4 Use descriptive words when writing. Example: Use varied words to describe events, people, and places, such as describing a day as a <i>sunny day</i> or <i>cloudy day</i>.</p> <p>1.5.5 Write for different purposes and to a specific audience or person. Example: Write a thank-you note to the store manager after a field trip to the local supermarket.</p>	<p>object, person, place, or event that:</p> <ul style="list-style-type: none"> <li>• develops a main idea</li> <li>• uses details to support the main idea</li> </ul> <p>Example: Write a descriptive piece on a topic, such as <i>Houses Come in Different Shapes and Sizes</i>.</p> <p>2.5.3 Write a friendly letter complete with the date, salutation (greeting, such as <i>Dear Mr. Smith</i>), body, closing, and signature. Example: Write a letter to the police department in your town asking if someone can come to your classroom to talk about bicycle safety.</p> <p>2.5.4 Write rhymes and simple poems.</p> <p>2.5.5 Use descriptive words when writing.</p> <p>2.5.6 Write for different purposes and to a specific audience or person. Example: Write a description of your favorite book to recommend the book to a friend.</p> <p>2.5.7 Write responses to literature that:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of what is read.</li> <li>• support statements with evidence from the text.</li> </ul> <p>Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.</p>	<p>3.5.6 Write persuasive pieces that ask for an action or response.</p> <p>3.5.3 Write personal, persuasive, and formal letters, thank-you notes, and invitations that:</p> <ul style="list-style-type: none"> <li>• Show awareness of the knowledge and interests of the audience and establish a purpose and context.</li> <li>• Include the date, proper salutation, body, closing, and signature.</li> </ul> <p>Example: Write a letter to a pen pal in another country describing your family, school, and town and asking the pen pal questions about himself or herself. Write an invitation asking an adult to come to speak in the classroom. Write a persuasive letter to your family asking for your favorite foods on your birthday.</p> <p>3.5.4 Use varied word choices to make writing interesting. Example: Write stories using varied words, such as <i>cried</i>, <i>yelled</i>, or <i>whispered</i> instead of <i>said</i>.</p> <p>3.5.5 Write for different purposes and to a specific audience or person. Example: Write an article about the library at your school. Include a list of ways that students use the library.</p> <p>3.5.7 Write responses to literature that:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of what is read.</li> <li>• support statements with evidence from the text.</li> </ul>
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	<p><b>Research Application</b></p> <p>2.5.8 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> <li>• uses a variety of resources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors).</li> <li>• organizes information by categorizing it into single categories (such as size or color) or includes information gained through observation.</li> </ul> <p>Example: After making observations and completing research at the library, write a report about animals that live in water or about different modes.</p>	<p>3.5.8 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> <li>• uses a variety of sources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors).</li> <li>• organizes information by categorizing it into more than one category (such as living and nonliving, hot and cold) or includes information gained through observation.</li> </ul>
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<p><b>Standard 6 – WRITING: Written English Language Conventions</b></p> <p>Students write using Standard English conventions appropriate to this grade level.</p>	<p><b>Standard 6 – WRITING: Written English Language Conventions</b></p> <p>Students write using Standard English conventions appropriate to this grade level.</p>	<p><b>Standard 6 – WRITING: Written English Language Conventions</b></p> <p>Students write using Standard English conventions appropriate to this grade level.</p>
<p><b>Handwriting</b></p> <p>1.6.1 Print legibly and space letters, words, and sentences appropriately.</p>	<p><b>Handwriting</b></p> <p>2.6.1 Form letters correctly and space words and sentences properly so that writing can be read easily by another person.</p>	<p><b>Handwriting</b></p> <p>3.6.1 Write legibly in cursive, leaving space between letters in a word, between words in a sentence, and between words and the edges of the paper.</p>
<p><b>Sentence Structure</b></p> <p>1.6.2 Write in complete sentences.</p>	<p><b>Sentence Structure</b></p> <p>2.6.2 Distinguish between complete (<i>When Tom hit the ball, he was proud</i>) and incomplete sentences (<i>When Tom hit the ball</i>).</p> <p>2.6.3 Use the correct word order in written sentences.</p>	<p><b>Sentence Structure</b></p> <p>3.6.2 Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.</p> <ul style="list-style-type: none"> <li>• Declarative: This tastes very good.</li> <li>• Imperative: Please take your seats</li> <li>• Interrogative: Are we there yet?</li> <li>• Exclamatory: It's a home run!</li> </ul>
<p><b>Grammar</b></p> <p>1.6.3 Identify and correctly use singular and plural nouns (<i>dog/dogs</i>).</p> <p>1.6.4 Identify and correctly write contractions (<i>isn't, aren't, can't</i>).</p> <p>1.6.5 Identify and correctly write possessive nouns (<i>cat's meow, girls' dresses</i>) and possessive pronouns (<i>my/mine, his/hers</i>).</p>	<p><b>Grammar</b></p> <p>2.6.4 Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make statements).</p> <p>Example: Identify the noun and verb in a sentence, such as <i>Maria</i> (noun) <i>and a friend</i> (noun) <i>played</i> (verb) <i>for a long time</i>.</p>	<p><b>Grammar</b></p> <p>3.6.3 Identify and use subjects and verbs that are in agreement (<i>we are</i> instead of <i>we is</i>).</p> <p>3.6.4 Identify and use past (<i>he danced</i>), present (<i>he dances</i>), and future (<i>he will dance</i>) verb tenses properly in writing.</p> <p>3.6.5 Identify and correctly use pronouns (<i>it, him, her</i>), adjectives (<u><i>brown</i></u> eyes, <u><i>two</i></u> <u><i>younger</i></u> sisters), compound nouns (<i>summertime, snowflakes</i>), and articles (<i>a, an, the</i>) in writing.</p>

<p><b>Punctuation</b></p> <p>1.6.6 Correctly use periods (<i>I am five.</i>), exclamation points (<i>Help!</i>), and question marks (<i>How old are you?</i>) at the end of sentences.</p>	<p><b>Punctuation</b></p> <p>2.6.5 Use commas in the greeting (<i>Dear Sam,</i>) and closure of a letter (<i>Love, or Your friend,</i>) and with dates (<i>March 22, 2005</i>) and items in a series (<i>Tony, Steve, and Bill</i>).</p> <p>2.6.6 Use quotation marks correctly to show that someone is speaking.</p> <ul style="list-style-type: none"> <li>• Correct: “You may go home now,” she said.</li> <li>• Incorrect: “You may go home now she said.”</li> </ul>	<p><b>Punctuation</b></p> <p>3.6.6 Use commas in dates (August 15, 2005), locations (Hyattsville, Maryland), and addresses (362 Indiana Court, Silver Lake, Montana), and for items in a series (football, basketball, soccer, and tennis).</p>
<p><b>Capitalization</b></p> <p>1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i>.</p>	<p><b>Capitalization</b></p> <p>2.6.7 Capitalize all proper nouns (names of specific people or things, such as <i>Mike, Maryland, Jeep</i>), words at the beginning of sentences and greetings, months and days of the week, and titles (<i>Dr., Mr., Mrs., Miss</i>) and initials of people.</p>	<p><b>Capitalization</b></p> <p>3.6.7 Capitalize correctly geographical names, holidays, historical periods, and special events (We always celebrate Christmas Day by attending Mass at the Basilica of the National Shrine.)</p>
<p><b>Spelling</b></p> <p>1.6.8 Spell correctly three- and four-letter words (<i>can, will</i>) and grade-level-appropriate sight words (<i>red, fish</i>).</p>	<p><b>Spelling</b></p> <p>2.6.8 Spell correctly words like <i>was, were, says, said, who, what, why, which</i> are used frequently but do not fit common spelling patterns.</p> <p>2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).</p> <ul style="list-style-type: none"> <li>• short vowels: <u>a</u>ctor, <u>e</u>ffort, <u>i</u>nk, <u>o</u>p, <u>u</u>nless</li> <li>• long vowels: <u>a</u>ce, <u>e</u>qual,</li> </ul>	<p><b>Spelling</b></p> <p>3.6.8 Spell correctly one-syllable words that have blends (<u>w</u>alk, <u>pl</u>ay, or <u>bl</u>end), contractions (isn't, can't), compounds, common spelling patterns (qu-, changing win to winning, and changing the ending of a word from -y to -ies to make a plural, such as cherry/cherries), and common homophones (words that sound the same but have different spellings such as hair-hare).</p> <p>3.6.9 Arrange words in alphabetical order. Example: Given a list of words, such as</p>

	<p>b<u>in</u>d, h<u>oe</u>, <u>u</u>se</p> <ul style="list-style-type: none"><li>• r-controlled: p<u>ar</u>k, sup<u>per</u>, b<u>ir</u>d, c<u>or</u>n, f<u>ur</u>ther</li><li>• consonant blends: b<u>l</u>ue, c<u>ra</u>sh, d<u>es</u>k, <u>s</u>peak, c<u>oa</u>st</li></ul>	<p>apple, grapefruit, cherry, banana, pineapple, and peach, put them into correct alphabetical order: apple, banana, cherry, grapefruit, peach, pineapple.</p>
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<p><b>Standard 7 - LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</b></p> <p><i>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raise and lower voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.</i></p>	<p><b>Standard 7 – LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</b></p> <p><i>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.</i></p>	<p><b>Standard 7 – LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</b></p> <p>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Student delivers brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.</p>
<p><b>Comprehension</b></p> <p>1.7.1 Listen attentively.</p> <p>1.7.2 Ask questions for clarification and understanding.</p> <p>1.7.3 Give, restate, and follow simple two-step directions.</p>	<p><b>Comprehension</b></p> <p>2.7.1 Determine the purpose of listening (such as to obtain information, to solve problems, or to enjoy).</p> <p>2.7.2 Ask for clarification and explanation of stories and ideas.</p> <p>2.7.3 Paraphrase (restate in own words) information that has been shared orally by others.</p> <p>2.7.4 Give and follow three- and four-step oral directives.</p>	<p><b>Comprehension</b></p> <p>3.7.1 Retell, paraphrase, and explain what a speaker has said.</p> <p>3.7.2 Connect and relate experiences and ideas to those of a speaker.</p> <p>3.7.3 Answer questions completely and appropriately.</p> <p>3.7.4 Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as hiss or buzz).</p> <p>3.7.15 Follow three- and four-step oral directions.</p>
<p><b>Organization and Delivery of Oral</b></p>	<p><b>Organization and Delivery of Oral</b></p>	<p><b>Oral Communication</b></p>

<p><b>Communication</b></p> <p>1.7.4 Stay on the topic when speaking.</p> <p>1.7.5 Use descriptive words when speaking about people, places, things, and events.</p>	<p><b>Communication</b></p> <p>2.7.5 Organize presentations to maintain a clear focus.</p> <p>2.7.6 Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).</p> <p>2.7.7 Tell experiences in a logical order.</p> <p>2.7.8 Retell stories, including characters, setting and plot.</p> <p>2.7.9 Report on a topic with supportive facts and details.</p>	<p>3.7.5 Organize ideas chronologically (in the order that they happened) or around major points of information.</p> <p>3.7.6 Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.</p> <p>3.7.7 Use clear and specific vocabulary to communicate ideas and establish the tone.</p> <p>3.7.8 Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.</p> <p>3.7.9 Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.</p>
		<p><b>Analysis and Evaluation of Oral and Media Communications</b></p> <p>3.7.10 Compare ideas and points of view expressed in broadcast, print media, or the Internet.</p> <p>3.7.11 Distinguish between the speaker's opinions and verifiable facts.</p> <p>3.7.16 Evaluate different evidence (facts, statistics, quotes, testimonials) used to support claims.</p>
<p><b>Speaking Applications</b></p> <p>1.7.6 Recite poems, rhymes, songs, and</p>	<p><b>Speaking Applications</b></p>	<p><b>Speaking Applications</b></p> <p>3.7.12 Make brief narrative (story)</p>

<p>stories.</p> <p>1.7.7 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why,</i> and <i>how</i> questions.</p> <p>1.7.8 Relate an important life event or personal experience in a simple sequence.</p> <p>1.7.9 Provide descriptions with careful attention to sensory detail.</p> <p>1.7.10 Use visual aids such as pictures and objects to present oral information.</p>	<p>2.7.10 Recount experiences or present stories that:</p> <ul style="list-style-type: none"> <li>• Move through a logical sequence of events.</li> <li>• Describe story elements including characters, plot, and setting.</li> </ul> <p>2.7.11 Report on a topic with facts and details, drawing from several sources of information.</p> <p>2.7.12 Use descriptive words when speaking about people, places, things, and events.</p> <p>2.7.13 Recite poems, rhymes, songs, and stories.</p> <p>2.7.14 Provide descriptions with careful attention to sensory detail.</p>	<p>presentations that:</p> <ul style="list-style-type: none"> <li>• Provide a context for an event that is the subject of the presentation</li> <li>• Provide insight into why the selected event should be of interest to the audience.</li> <li>• Include well-chosen details to develop characters, setting, and plot.</li> </ul> <p>3.7.13 Plan and present dramatic interpretations of experiences, stories, poems, or plays.</p> <p>3.7.14 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.</p>
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