SC ELA Standards & Standards for the 21st-Century Learner Grades K-5

Sharon Matney
University of South Carolina - Columbia

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SC ELA Standards & Standards for the 21st-Century Learner

Grades K-5

Highlighted text serves to quickly focus in on curriculum content. Words highlighted in green refers to curriculum content that expands or is added from one grade level to the next.

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<tr>
<td><strong>Standard K-1</strong> The student will begin to read and comprehend a variety of literary texts in print and nonprint formats.**</td>
<td><strong>1.1.2 Use prior and background knowledge as context for new learning.</strong></td>
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<tr>
<td>K-1.1 Summarize the main idea and details from literary texts read aloud.</td>
<td>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</td>
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<td>K-1.2 Use pictures and words to make predictions regarding a story read aloud.</td>
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<td>K-1.3 Understand that a narrator tells the story.</td>
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<td>K-1.4 Find examples of sound devices (including onomatopoeia and alliteration) in texts read aloud.</td>
<td>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</td>
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<tr>
<td>K-1.5 Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.</td>
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<tr>
<td>K-1.6 Discuss how the author’s</td>
<td>4.1.8 Use creative and artistic formats to express personal learning.</td>
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</table>

*Fiction: FANTASY
choice of words affects the meaning of the text (for example, yell rather than said).

K-1.7 Use relevant details in summarizing stories read aloud.

K-1.8 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).

K-1.9 Recall the characteristics of fantasy.

K-1.10 Explain the cause of an event described in stories read aloud.

K-1.11 Read independently for pleasure.

READING Understanding and Using Informational Texts

Standard K-2 The student will begin to read and comprehend a variety of informational texts in print and nonprint formats.

K-2.1 Summarize the central idea and details from informational texts read aloud.

K-2.2 Analyze texts during classroom discussions to make inferences.

K-2.3 Find facts in texts read aloud.

K-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).

K-2.5 Understand that headings and print styles (for example, italics, bold, larger type) provide information to the reader.

K-2.6 Understand graphic features

1.1.2 Use prior and background knowledge as context for new learning.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.3 Recognize new knowledge and understanding.

4.1.1 Read, view, and listen for pleasure and personal growth.

4.1.8 Use creative and artistic formats to express personal learning.

4.4.3 Recognize how to focus efforts in personal learning.

*Functional text features: TABLES OF CONTENTS, HEADINGS, and PRINT STYLES
(for example, illustrations and graphs).

K-2.7 Recognize tables of contents.

K-2.8 Explain the cause of an event described in a text read aloud.

K-2.9 Read independently to gain information.

*Graphic features: ILLUSTRATIONS and GRAPHS

REVIEWING

Learning to Read

**Standard K-3**  The student will learn to read by applying appropriate skills and strategies.

**Oral Language Acquisition and Vocabulary Development**

K-3.1 Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.

K-3.2 Create a different form of a familiar word by adding an –s or –ing ending.

K-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).

K-3.4 Recognize high-frequency words. (See Instructional Appendix: High-Frequency Words.)

K-3.5 Understand that multiple small words can make compound words.

**Fluency**

K-3.6 Use oral rhymes, poems, and songs to build fluency.

K-3.7 Use appropriate voice level when speaking.

**Phonemic Awareness**

K-3.8 Use beginning sounds, ending sounds, and onsets and rimes to generate words orally.

1.1.2 Use prior and background knowledge as context for new learning.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

2.1.2 Organize knowledge so that it is useful.

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.3 Recognize new knowledge and understanding.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

4.4.3 Recognize how to focus efforts in personal learning.

4.4.4 Interpret new information based on cultural and social context.

**The Alphabet/Upper & Lowercase Letters**

*Parts of a book: COVER, TITLE, and AUTHOR’S NAME*

**Read Left to Right; Top to Bottom**
K-3.9  Create rhyming words in response to an oral prompt.

K-3.10  Create words by orally adding, deleting, or changing sounds.

K-3.11  Use blending to generate words orally.

**PHONICS**
K-3.12  Match consonant and short-vowel sounds to the appropriate letters.

K-3.13  Recognize uppercase and lowercase letters and their order in the alphabet.

K-3.14  Identify beginning and ending sounds in words.

K-3.15  Classify words by categories (for example, beginning and ending sounds).

K-3.16  Use blending to begin reading words.

K-3.17  Begin to spell high-frequency words. (See Instructional Appendix: High-Frequency Words.)

K-3.18  Use letters and relationships to sounds to write words.

**ORAL LANGUAGE ACQUISITION AND COMPREHENSION DEVELOPMENT**
K-3.19  Use prior knowledge and life experiences to construct meaning from texts.

K-3.20  Recognize environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.

**CONCEPTS ABOUT PRINT**
K-3.21  Know the parts of a book (including the front and back covers, the title, and the author’s name).

K-3.22  Carry out left-to-right and top-to-bottom directionality on the
### WRITING

**Developing Written Communications**

<table>
<thead>
<tr>
<th>Standard K-4</th>
<th>The student will <strong>begin to</strong> create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.</th>
</tr>
</thead>
</table>

**ORAL LANGUAGE EXPRESSION**

<table>
<thead>
<tr>
<th>K-4.1</th>
<th><strong>Generate ideas for writing</strong> by using techniques (for example, participating in conversations and looking at pictures).</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-4.2</td>
<td><strong>Generate complete sentences orally.</strong></td>
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</table>

**EARLY WRITING DEVELOPMENT**

<table>
<thead>
<tr>
<th>K-4.3</th>
<th><strong>Use pictures, letters, or words to tell a story from beginning to end.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>K-4.4</td>
<td><strong>Use letters and relationships to sounds to write words.</strong></td>
</tr>
<tr>
<td>K-4.5</td>
<td><strong>Begin to spell high-frequency words.</strong> (See Instructional Appendix: High-Frequency Words.)</td>
</tr>
<tr>
<td>K-4.6</td>
<td><strong>Understand that a person’s name is a proper noun.</strong></td>
</tr>
<tr>
<td>K-4.7</td>
<td><strong>Edit writing with teacher support.</strong></td>
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<tr>
<td>K-4.8</td>
<td><strong>Revise writing with teacher support.</strong></td>
</tr>
<tr>
<td>K-4.9</td>
<td><strong>Use uppercase and lowercase letters.</strong></td>
</tr>
<tr>
<td>K-4.10</td>
<td><strong>Use appropriate letter formation when printing.</strong></td>
</tr>
<tr>
<td>K-4.11</td>
<td><strong>Identify sounds orally by</strong></td>
</tr>
</tbody>
</table>

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

1.1.2 Use prior and background knowledge as context for new learning.

1.3.4 Contribute to the exchange of ideas within the learning community.

1.4.4 Seek appropriate help when it is needed.

2.1.2 Organize knowledge so that it is useful.

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.3 Recognize new knowledge and understanding.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

4.4.3 Recognize how to focus efforts in personal learning.
### WRITING
**Producing Written Communications in a Variety of Forms**

**Standard K-5** The student will **begin to write for a variety of purposes and audiences**.

| K-5.1 | Use symbols (drawings, letters, and words) to create written communications (for example, **notes, messages, and lists**) to **inform a specific audience**. |
| K-5.2 | Use symbols (drawings, letters, and words) to create **narratives** (for example, stories and journal entries) about **people, places, or things**. |
| K-5.3 | Use symbols (drawings, letters, and words) to create **descriptions** of personal experiences, people, places, or things. |
| K-5.4 | Use symbols (drawings, letters, and words) to create written pieces (for example, **simple rhymes**) to **entertain others**. |

1.1.2 Use prior and background knowledge as context for new learning.
1.3.4 Contribute to the exchange of ideas within the learning community.
2.1.2 Organize knowledge so that it is useful.
2.2.4 Demonstrate personal productivity by completing products to express learning.
2.3.1 Connect understanding to the real world.
2.4.3 Recognize new knowledge and understanding.
3.1.3 Use writing and speaking skills to communicate new understandings effectively.
4.1.8 Use creative and artistic formats to express personal learning.

*Producing/Creating: NOTES, MESSAGES, LISTS, STORIES, JOURNAL ENTRIES, DESCRIPTIVE WORKS, and SIMPLE RHYMES*

### RESEARCHING
**Applying the Skills of Inquiry and Oral Communication**

**Standard K-6** The student will begin to **access and use information from a variety of sources**.

| K-6.1 | Generate how and why questions about a topic of interest. |
| K-6.2 | Recognize that information can be found in **print** sources (for example, **books, pictures, simple** |

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
1.1.2 Use prior and background knowledge as context for new learning.
1.1.3 Develop and refine a range of questions to frame the search for new
graphs, and charts) and **nonprint sources** (for example, videos, television, films, radio, and the Internet).

K-6.3 Classify information by constructing categories (for example, living and nonliving things).

K-6.4 Use complete sentences when orally communicating with others.

K-6.5 Follow one- and two-step oral directions.

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

1.3.4 Contribute to the exchange of ideas within the learning community.

2.1.2 Organize knowledge so that it is useful.

2.4.3 Recognize new knowledge and understanding.

4.3.2 Recognize that resources are created for a variety of purposes.

4.4.1 Identify own areas of interest.

4.4.3 Recognize how to focus efforts in personal learning.

*Print sources: BOOKS, PICTURES, SIMPLE GRAPHS, and CHARTS

*Nonprint sources: VIDEOS, TELEVISION, FILM, RADIO, and the INTERNET

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### Grade 1

**READING**

**Understanding and Using Literary Texts**

**Standard 1-1** The student will read and comprehend a variety of literary texts in print and nonprint formats.

- **1-1.1** Summarize the main idea and supporting evidence in literary text during classroom discussion.
- **1-1.2** Use pictures and words to make and revise predictions about a given literary text.
- **1-1.3** Analyze a narrative text to understanding.

1.1.2 Use prior and background knowledge as context for new learning.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

2.1.2 Organize knowledge so that it is useful.

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or
determine the narrator.

1-1.4 Find an example of sound devices (including onomatopoeia and alliteration) in texts read aloud.

1-1.5 Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.

1-1.6 Explain how elements of author's craft (for example, word choice) affect the meaning of a given literary text.

1-1.7 Use relevant details in summarizing stories read aloud.

1-1.8 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).

1-1.9 Classify a text as either fiction or nonfiction.

1-1.10 Explain cause-and-effect relationships presented in literary text.

1-1.11 Read independently for extended periods of time for pleasure.

READING
Understanding and Using Informational Texts

Standard 1-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

1-2.1 Summarize the central idea and supporting evidence in an informational text during classroom discussion.

1-2.2 Analyze informational texts to draw conclusions and make inferences during classroom discussions.

1.1.2 Use prior and background knowledge as context for new learning.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

2.1.2 Organize knowledge so that it is useful.

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
| 1-2.3 | Distinguish between facts and opinions. |
| 1-2.4 | Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations). |
| 1-2.5 | Understand that headings, subheadings, and print styles (for example, italics, bold, larger type) provide information to the reader. |
| 1-2.6 | Use graphic features (for example, illustrations, graphs, charts, and maps) as sources of information. |
| 1-2.7 | Use functional text features (including tables of contents). |
| 1-2.8 | Explain cause-and-effect relationships presented in informational texts. |
| 1-2.9 | Read independently for extended periods of time to gain information. |

### 2.4.1 Determine how to act on information (accept, reject, modify).

### 2.4.3 Recognize new knowledge and understanding.

### 4.1.1 Read, view, and listen for pleasure and personal growth.

### 4.1.8 Use creative and artistic formats to express personal learning.

### 4.4.3 Recognize how to focus efforts in personal learning.

### *Functional text features: TABLE OF CONTENTS, HEADINGS, SUBHEADINGS, and PRINT STYLES*

### *Graphic features: ILLUSTRATIONS, CHARTS, GRAPHS, and MAPS*

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**READING**

**Learning to Read**

**Standard 1-3** The student will learn to read by applying appropriate skills and strategies.

**ORAL LANGUAGE ACQUISITION AND VOCABULARY DEVELOPMENT**

- 1-3.1 Use pictures, context, and letter-sound relationships to read unfamiliar words.

- 1-3.2 Identify base words and their inflectional endings (including -s, -es, -ing, -ed, -er, and -est). (See Instructional Appendix: Prefixes and Suffixes.)

- 1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).

**1.1.2 Use prior and background knowledge as context for new learning.**

**1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.**

**2.1.2 Organize knowledge so that it is useful.**

**2.4.1 Determine how to act on information (accept, reject, modify).**

**2.4.3 Recognize new knowledge and understanding.**

**3.1.3 Use writing and speaking skills to communicate new understandings effectively.**
1-3.4 Recognize high-frequency words encountered in texts. (See Instructional Appendix: High-Frequency Words.)

1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).

1-3.6 Use structural analysis to determine the meaning of compound words and contractions.

**FLUENCY**

1-3.7 Use appropriate rate, word automaticity, phrasing, intonation, and expression to read fluently.

1-3.8 Use appropriate voice level and intonation when speaking and reading aloud.

**PHONEMIC AWARENESS**

1-3.9 Create rhyming words in response to an oral prompt.

1-3.10 Create words by orally adding, deleting, or changing sounds.

1-3.11 Use blending to generate words orally.

**PHONICS**

1-3.12 Use onsets and rimes to decode and generate words.

1-3.13 Use knowledge of letter names and their corresponding sounds to spell words independently.

1-3.14 Organize a series of words by alphabetizing to the first letter.

1-3.15 Identify beginning, middle, and ending sounds in single-syllable words.

1-3.16 Classify words by categories (for example, beginning and ending sounds).

4.4.3 Recognize how to focus efforts in personal learning.

4.4.4 Interpret new information based on cultural and social context.

*ALPHABETICAL ORDERING TO THE 1ST LETTER.*

*SPELLING HIGH-FREQUENCY WORDS INDEPENDENTLY is introduced.*

*AUTHOR vs. ILLUSTRATOR*
1-3.17 Use blending to read.

1-3.18 Spell three- and four-letter short-vowel words and high-frequency words correctly. (See Instructional Appendix: High-Frequency Words.)

1-3.19 Use known words to spell new words.

**ORAL LANGUAGE ACQUISITION AND COMPREHENSION DEVELOPMENT**

1-3.20 Use pictures and words to construct meaning.

1-3.21 Recognize environmental print (for example, signs in the school, road signs, restaurant and store signs, and logos).

**CONCEPTS ABOUT PRINT**

1-3.22 Know the parts of a book (including the front and back covers, the title, and the names of the author and the illustrator).

1-3.23 Carry out left-to-right, top-to-bottom, and return-sweep directionality on the printed page.

1-3.24 Distinguish among letters, words, and sentences.

**WRITING**

**Developing Written Communications**

**Standard 1-4** The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

1-4.1 Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).

1-4.2 Use simple sentences in writing.

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

1.1.2 Use prior and background knowledge as context for new learning.

1.3.4 Contribute to the exchange of ideas within the learning community.

1.4.4 Seek appropriate help when it is needed.

2.1.2 Organize knowledge so that it is
1-4.3 Use pictures, letters, or words to tell a story from beginning to end.

1-4.4 Use grammatical conventions of written Standard American English, including
- personal pronouns,
- common and proper nouns,
- singular and plural nouns, and
- conjunctions (and, but, or).
(See Instructional Appendix: Composite Writing Matrix.)

1-4.5 Revise for word choice and simple sentence structure in written works. (See Instructional Appendix: Composite Writing Matrix.)

1-4.6 Edit for the correct use of written Standard American English, including
- capitalization – first word of a sentence, names of people, and pronoun I;
- punctuation – periods, exclamation points, and question marks; and
- spelling – high-frequency words and three- and four-letter short-vowel words.
(See Instructional Appendix: Composite Writing Matrix.)

1-4.7 Use appropriate spacing between words.

1-4.8 Use appropriate word formation by writing from left to right the letters that spell a word.

1-4.9 Identify sounds orally and in writing by segmenting words.

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.3 Recognize new knowledge and understanding.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

4.4.3 Recognize how to focus efforts in personal learning.
### Standard 1-5  
**The student will write for a variety of purposes and audiences.**

1-5.1 Create written communications (for example, **thank you notes**) for a **specific audience**.

1-5.2 Create **narratives** (for example, stories and journal entries) about **people, places, actions, or things**.

1-5.3 Create written pieces that **describe** personal experiences, **people, places, or things** and that use words that appeal to the senses.

1-5.4 Create written pieces (for example, **simple rhymes** and **poems**) to **entertain others**.

### Standard 1-6  
**The student will access and use information from a variety of sources.**

1-6.1 Generate **how and why questions** about a topic of interest.

1-6.2 **Use print sources** of information (for example, **books, newspapers, pictures, charts, and graphs**) and **nonprint sources** to access information.

1-6.3 Create categories (for example, **plants and animals**) to **classify information**.

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1.1.2 Use prior and background knowledge as context for new learning.

1.3.4 Contribute to the exchange of ideas within the learning community.

2.1.2 Organize knowledge so that it is useful.

2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3.1 Connect understanding to the real world.

2.4.3 Recognize new knowledge and understanding.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

4.1.8 Use creative and artistic formats to express personal learning.

*Producing/Creating: THANK YOU NOTES, NARRATIVES, DESCRIPTIVE WORKS, SIMPLE RHYMES, and POEMS*
1-6.4 Use the Internet with the aid of a teacher.

1-6.5 Use complete sentences when orally presenting information.

1-6.6 Follow one- and two-step oral directions.

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

2.1.2 Organize knowledge so that it is useful.

2.4.3 Recognize new knowledge and understanding.

3.1.6 Use information and technology ethically and responsibly.

4.3.2 Recognize that resources are created for a variety of purposes.

4.4.1 Identify own areas of interest.

4.4.3 Recognize how to focus efforts in personal learning.

*Print sources: BOOKS, NEWSPAPERS, PICTURES, CHARTS, and GRAPHS

*Nonprint sources: VIDEOS, TELEVISION, FILM, RADIO, and the INTERNET

*INTERNET USE with the aid of a teacher.

Grade 2

READING
Understanding and Using Literary Texts

Standard 2-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

2-1.1 Analyze the details that support the expression of the main idea in a given literary text.

2-1.2 Analyze a given literary text to make, revise, and confirm predictions.

1.1.2 Use prior and background knowledge as context for new learning.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation,
2-1.3 Analyze the text to determine the narrator.

2-1.4 Find examples of devices of figurative language (including simile) and sound devices (including onomatopoeia and alliteration).

2-1.5 Analyze a narrative text to identify characters, setting, and plot.

2-1.6 Explain the effect of the author's craft (for example, word choice and the use of repetition) on the meaning of a given literary text.

2-1.7 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).

2-1.8 Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies) by characteristics.

2-1.9 Explain cause-and-effect relationships in literary texts.

2-1.10 Read independently for extended periods of time for pleasure.

**READING Understanding and Using Informational Texts**

**Standard 2-2** The student will read and comprehend a variety of informational texts in print and nonprint formats.

2-2.1 Analyze the central idea and supporting evidence in an informational text during classroom discussion.

2-2.2 Analyze informational texts to draw conclusions and make inferences during classroom discussions.

1.1.2 Use prior and background knowledge as context for new learning.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

*Emphasis on the process of ANALYSIS.*

*Fiction: FABLES, TALL TALES, FOLKTALES*

*Nonfiction: BIOGRAPHIES*
2-2.3 Distinguish between facts and opinions in informational texts.

2-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).

2-2.5 Use headings, subheadings, and print styles (for example, italics, bold, larger type) to gain information.

2-2.6 Use graphic features (for example, illustrations, graphs, charts, maps, and diagrams) as sources of information.

2-2.7 Use functional text features (including tables of contents and glossaries) as sources of information.

2-2.8 Explain cause-and-effect relationships in informational texts.

2-2.9 Read independently for extended periods of time to gain information.

1.1.2 Organize knowledge so that it is useful.

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.3 Recognize new knowledge and understanding.

4.1.1 Read, view, and listen for pleasure and personal growth.

4.1.8 Use creative and artistic formats to express personal learning.

4.4.3 Recognize how to focus efforts in personal learning.

**Functional text features:** TABLE OF CONTENTS, GLOSSARIES, HEADINGS, SUBHEADINGS, and PRINT STYLES

**Graphic features:** ILLUSTRATIONS, GRAPHS, CHARTS, MAPS, and DIAGRAMS

**VOCABULARY DEVELOPMENT**

2-3.1 Use context clues to determine the meaning of unfamiliar words.

2-3.2 Construct meaning through a knowledge of base words, prefixes (including un-, re-, pre-, bi-, mis-, dis-) and suffixes (including -er, -est, -ful) in context. (See Instructional Appendix: Prefixes and Suffixes.)

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
2.3.3 Recognize high-frequency words in context. (See Instructional Appendix: High-Frequency Words.)

2.3.4 Identify idioms in context.

2.3.5 Recognize synonyms, antonyms, and homonyms in context.

2.3.6 Use knowledge of individual words to determine the meaning of compound words.

**FLUENCY**

2.3.7 Use appropriate rate, word automaticity, phrasing, and expression to read fluently.

**PHONICS**

2.3.8 Use knowledge of spelling patterns and high-frequency words to read fluently. (See Instructional Appendix: High-Frequency Words.)

2.3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).

2.3.10 Spell frequently used irregular words correctly (for example, was, were, says, said, who, what, why).

2.3.11 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.

2.3.12 Spell high-frequency words. (See Instructional Appendix: High-Frequency Words.)

2.3.13 Apply knowledge of alphabetizing a series of words to the second and third letters.

**2.1.2 Organize knowledge so that it is useful.**

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.3 Recognize new knowledge and understanding.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

4.4.3 Recognize how to focus efforts in personal learning.

4.4.4 Interpret new information based on cultural and social context.

*Students move from learning how to read to BUILDING VOCABULARY.*

*ALPHABETIZING WORDS TO THE 2ND & 3RD LETTERS.*
**Standard 2-4**  The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

2-4.1 Generate ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).

2-4.2 Use complete sentences (including simple sentences with compound subjects and predicates) in writing.

2-4.3 Create a paragraph that follows a logical sequence (including a beginning, middle, and end) and uses transitional words.

2-4.4 Use grammatical conventions of Standard American English, including
   - personal pronouns,
   - common and proper nouns,
   - singular and plural nouns,
   - proper adjectives, and
   - conjunctions (and, but, or).
   (See Instructional Appendix: Composite Writing Matrix.)

2-4.5 Revise the organization and development of content and the quality of voice in written works. (See Instructional Appendix: Composite Writing Matrix.)

2-4.6 Edit for the correct use of written Standard American English, including
   - capitalization
   - proper nouns
   - initials of a person’s name
   - courtesy titles (Mr., Ms.),
   - days of the week,
   - months of the year, and
   - titles of books, poems, and songs;
   - punctuation

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

1.1.2 Use prior and background knowledge as context for new learning.

1.3.4 Contribute to the exchange of ideas within the learning community.

1.4.4 Seek appropriate help when it is needed.

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.3 Recognize new knowledge and understanding.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

4.4.3 Recognize how to focus efforts in personal learning.

*Advanced writing techniques (e.g. BRAINSTORMING, PARAGRAPH FORMATION, LOGICAL SEQUENCING) are introduced.*
- apostrophes in contractions,
- commas in a series,
- commas in dates, and
- quotation marks to show someone is speaking; and
  • spelling
    - words that do not fit regular spelling patterns (for example, was, were, says, said),
    - high-frequency words, and
    - basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns.
  (See Instructional Appendix: High-Frequency Words.)

2-4.7 Use appropriate spacing between words when writing on a page.

2-4.8 Use correct letter formation when using manuscript or cursive writing.

**WRITING**

Producing Written Communications in a Variety of Forms

**Standard 2-5** The student will write for a variety of purposes and audiences.

2-5.1 Create written communications (for example, directions and instructions) to inform a specific audience.

2-5.2 Create narratives (for example, stories and journal entries) that follow a logical sequence of events.

2-5.3 Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses.

2-5.4 Create written pieces (for example, rhymes, poems, and songs) to entertain others.

1.1.2 Use prior and background knowledge as context for new learning.

1.3.4 Contribute to the exchange of ideas within the learning community.

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3.1 Connect understanding to the real world.

2.4.3 Recognize new knowledge and
### RESEARCHING
Applying the Skills of Inquiry and Oral Communication

**Standard 2–6** The student will access and use information from a variety of sources.

1. **2-6.1** Generate how and why questions about a topic of interest.
2. **2-6.2** Use a variety of print sources (for example, books, pictures, charts, graphs, diagrams, and picture dictionaries) and nonprint sources to access information.
3. **2-6.3** Create categories (for example, solids and liquids) to classify information.
4. **2-6.4** Use the Internet with the aid of a teacher.
5. **2-6.5** Use Standard American English when appropriate in conversations and discussions.
6. **2-6.6** Follow multistep directions.

3. **3.1.3** Use writing and speaking skills to communicate new understandings effectively.
4. **4.1.8** Use creative and artistic formats to express personal learning.

*Producing/Creating: DIRECTIONS, INSTRUCTIONS, NARRATIVES, DESCRIPTIVE WORKS, RHYMES, POEMS, and SONGS*
<table>
<thead>
<tr>
<th>4.4.1 Identify own areas of interest.</th>
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</thead>
<tbody>
<tr>
<td>4.4.3 Recognize how to focus efforts in personal learning.</td>
</tr>
</tbody>
</table>

*Print sources: BOOKS, NEWSPAPERS, PICTURES, CHARTS, GRAPHS, DIAGRAMS, and PICTURE DICTIONARIES*

*Nonprint sources: VIDEOS, TELEVISION, FILM, RADIO, and the INTERNET*

*INTERNET USE continues with the aid of a teacher.*

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**Grade 3**

**READING**

**Understanding and Using Literary Texts**

**Standard 3-1** The student will read and comprehend a variety of literary texts in print and nonprint formats.

1. **3-1.1** Analyze the details that support the expression of the main idea in a given literary text.

2. **3-1.2** Analyze a given literary text to make, revise, and confirm predictions and draw conclusions.

3. **3-1.3** Analyze the text to determine first-person point of view.

4. **3-1.4** Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).

5. **3-1.5** Analyze the relationship among characters, setting, and plot in

**1.1.2** Use prior and background knowledge as context for new learning.

**1.1.6** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

**2.1.1** Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

**2.1.2** Organize knowledge so that it is useful.

**2.2.3** Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

**2.4.3** Recognize new knowledge and
<table>
<thead>
<tr>
<th>Reading Understanding and Using Informational Texts</th>
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<tbody>
<tr>
<td>Standard 3-2  The student will read and comprehend a variety of informational texts in print and nonprint formats.</td>
</tr>
<tr>
<td>3-2.1  Summarize evidence that supports the central idea of a given informational text.</td>
</tr>
<tr>
<td>3-2.2  Analyze informational texts to draw conclusions and make inferences.</td>
</tr>
<tr>
<td>3-2.3  Distinguish between facts and opinions in informational texts.</td>
</tr>
<tr>
<td>3-2.4  Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).</td>
</tr>
</tbody>
</table>

| 3-1.6  Analyze the effect of the author’s craft (for example, word choice and sentence structure) on the meaning of a given literary text. |
| 3-1.7  Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts). |
| 3-1.8  Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies) by characteristics. |
| 3-1.9  Recognize the characteristics of poetry (including stanza, rhyme scheme, and repetition). |
| 3-1.10  Analyze cause-and-effect relationships in literary texts. |
| 3-1.11  Read independently for extended periods of time for pleasure. |

| 3.1.3  Use writing and speaking skills to communicate new understandings effectively. |
| 4.1.1  Read, view, and listen for pleasure and personal growth. |
| 4.1.8  Use creative and artistic formats to express personal learning. |

*Fiction: FABLES, TALL TALES, FOLKTALES*

*Nonfiction: BIOGRAPHIES*

*POETRY is introduced.*
3-2.5 Use headings, subheadings, print styles, captions, and chapter headings to gain information.

3-2.6 Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.

3-2.7 Use functional text features (including tables of contents, glossaries, and indexes) as sources of information.

3-2.8 Analyze informational texts to identify cause-and-effect relationships.

3-2.9 Read independently for extended periods of time to gain information.

conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.3 Recognize new knowledge and understanding.

4.1.1 Read, view, and listen for pleasure and personal growth.

4.1.8 Use creative and artistic formats to express personal learning.

4.4.3 Recognize how to focus efforts in personal learning.

*GRAPHIC ORGANIZERS are introduced.

*Functional text features: TABLE OF CONTENTS, GLOSSARIES, INDEXES, HEADINGS, SUBHEADINGS, PRINT STYLES, CAPTIONS, and CHAPTER HEADINGS

*Graphic features: ILLUSTRATIONS, GRAPHS, CHARTS, MAPS, DIAGRAMS, and GRAPHIC ORGANIZERS

**READING Building Vocabulary**

**Standard 3-3** The student will use word analysis and vocabulary strategies to read fluently.

3-3.1 Generate the meaning of unfamiliar and multiple-meaning words by using context clues.

3-3.2 Use base words and affixes to determine the meanings of words. (See Instructional Appendix: Prefixes and Suffixes.)

3-3.3 Interpret the meaning of idioms encountered in texts.

1.1.2 Use prior and background knowledge as context for new learning.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is
3-3.4 Read high-frequency words in texts. (See Instructional Appendix: High-Frequency Words.)

3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).

3-3.6 Spell high-frequency words. (See Instructional Appendix: High-Frequency Words.)

3-3.7 Spell correctly
- words that have blends,
- contractions,
- compound words,
- orthographic patterns (for example, qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and
- common homonyms.

**Writing Developing Written Communications**

**Standard 3-4** The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

3-4.1 Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).

3-4.2 Use complete sentences (including compound sentences) in writing.

3-4.3 Create paragraphs that include a topic sentence with supporting details and logical transitions.

3-4.4 Use grammatical conventions

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.3 Recognize new knowledge and understanding.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

4.4.3 Recognize how to focus efforts in personal learning.

4.4.4 Interpret new information based on cultural and social context.

*Using CONTEXT CLUES to generate meaning of new words/phrases is emphasized.*

*The use of CORRECT SPELLING other than high-frequency or short multi-syllable words is emphasized.*

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

1.1.2 Use prior and background knowledge as context for new learning.

1.3.4 Contribute to the exchange of ideas within the learning community.

1.4.4 Seek appropriate help when it is needed.

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is
of written Standard American English, including:
- comparative and superlative
  adjectives,
- prepositions and prepositional
  phrases,
- conjunctions (because, since, yet,
  until), and
- nominative and objective case
  pronouns.
(See Instructional Appendix:
Composite Writing Matrix.)

3-4.5 Revise the organization and
development of content and the
quality of voice in written works.
(See Instructional Appendix:
Composite Writing Matrix.)

3-4.6 Edit for the correct use of
written Standard American English, including:
- **capitalization**
  - geographic names,
  - holidays, and
  - historical and special events;
- **punctuation**
  - commas in addresses,
  - commas in the greeting and
closing of letters,
  - commas in compound sentences,
  - apostrophes in contractions and
  possessive nouns,
  - periods in abbreviations, and
  - indentation of paragraphs; and
- **spelling**
  - misused homonyms,
  - high-frequency multisyllabic
  words,
  - words that have blends,
  - contractions,
  - compound words, and
  - orthographic patterns (for
  example, qu, consonant doubling,
  changing the ending of a word from
  -y to -ies when forming the plural).
(See Instructional Appendix:
Composite Writing Matrix.)

3-4.7 Use correct letter formation
when using manuscript and cursive
writing.

2.4.1 Determine how to act on information
(accept, reject, modify).

2.4.3 Recognize new knowledge and
understanding.

3.1.3 Use writing and speaking skills to
communicate new understandings
effectively.

4.4.3 Recognize how to focus efforts in
personal learning.

*Advanced writing techniques (e.g.
BRAINSTORMING, ORGANIZING,
PARAGRAPH FORMATION, LOGICAL
SEQUENCING) continue.*
# WRITING
Producing Written Communications in a Variety of Form

**Standard 3-5** The student will write for a variety of purposes and audiences.

- **3-5.1** Create written communications (for example, **friendly letters** that include a greeting, body, closing, and signature and **invitations** that include the time, date, and place of the event).
- **3-5.2** Create **narratives** that include characters and setting and follow a logical sequence.
- **3-5.3** Create written **descriptions** about people, places, or events.
- **3-5.4** Create written pieces (for example, **riddles** and **jokes**) to **entertain others**.

---

1. **1.1.2** Use prior and background knowledge as context for new learning.
2. **1.3.4** Contribute to the exchange of ideas within the learning community.
3. **2.1.1** Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
4. **2.1.2** Organize knowledge so that it is useful.
5. **2.2.4** Demonstrate personal productivity by completing products to express learning.
6. **2.3.1** Connect understanding to the real world.
7. **2.4.3** Recognize new knowledge and understanding.
8. **3.1.3** Use writing and speaking skills to communicate new understandings effectively.
9. **4.1.8** Use creative and artistic formats to express personal learning.

*Producing/Creating: FRIENDLY LETTERS, INVITATIONS, NARRATIVES, DESCRIPTIVE WORKS, RIDDLES, and JOKES*
**Standard 3-6**  The student will access and use information from a variety of sources.

3-6.1 **Generate a topic for inquiry.**

3-6.2 **Use print sources** (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri) and **nonprint sources** (for example, pictures, photographs, video, and television) to access information.

3-6.3 **Organize information** by classifying or sequencing.

3-6.4 **Paraphrase** research information accurately and meaningfully.

3-6.5 **Use the Internet** as a source of information.

3-6.6 **Use vocabulary** (including Standard American English) that is appropriate for the particular audience or purpose.

3-6.7 **Use appropriate visual aids** (for example, pictures, objects, and charts) to support oral presentations.

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1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

1.1.2 Use prior and background knowledge as context for new learning.

1.1.3 Develop and refine a range of questions to frame the search for new understanding.

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

1.3.4 Contribute to the exchange of ideas within the learning community.

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

2.4.3 Recognize new knowledge and understanding.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.1.6 Use information and technology ethically and responsibly.

4.3.2 Recognize that resources are created for a variety of purposes.
4.4.1 Identify own areas of interest.

4.4.3 Recognize how to focus efforts in personal learning.

*Print sources: BOOKS, MAGAZINES, NEWSPAPERS, CHARTS, GRAPHS, DIAGRAMS, DICTIONARIES, ENCYCLOPEDIAS, ATLASES, and THESAURI

*Nonprint sources: PICTURES, PHOTOGRAPHS, VIDEOS, TELEVISION, FILM, RADIO, and the INTERNET

*The RESEARCH PROCESS becomes more complex (e.g. Use standard reference sources including Internet searching/Controlled vocabulary, Paraphrase, Organize/Classify/Sequence information.

<table>
<thead>
<tr>
<th>Grade 4</th>
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<tbody>
<tr>
<td>READING</td>
</tr>
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</table>

**Understanding and Using Literary Texts**

**Standard 4-1** The student will read and comprehend a variety of literary texts in print and nonprint formats.

- **4-1.1** Analyze the details that support the expression of the main idea in a given literary text.
- **4-1.2** Analyze literary texts to draw conclusions and make inferences.
- **4-1.3** Distinguish between first-person and third-person points of view.
- **4-1.4** Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices

1.1.2 Use prior and background knowledge as context for new learning.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.2.3 Employ a critical stance in drawing
### 4-1.5 Analyze the impact of characterization and conflict on plot.

### 4-1.6 Interpret the effect of the author’s craft (for example, word choice, sentence structure, the use of figurative language, and the use of dialogue) on the meaning of literary texts.

### 4-1.7 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).

### 4-1.8 Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies and personal essays) by characteristics.

### 4-1.9 Recognize the characteristics of poetry (including stanza, rhyme scheme, and repetition).

### 4-1.10 Analyze cause-and-effect relationships in literary texts.

### 4-1.11 Read independently for extended periods of time for pleasure.

### Reading Understanding and Using Informational Texts

**Standard 4-2** The student will read and comprehend a variety of informational texts in print and nonprint formats.

| 4-2.1 | Summarize evidence that supports the central idea of a given informational text. |
| 4-2.2 | Analyze informational texts to draw conclusions and make inferences. |
| 4-2.3 | Analyze informational texts to conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion. |

### 1.1.2 Use prior and background knowledge as context for new learning.

### 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

### 2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new

*Fiction: FABLES, TALL TALES, FOLKTALES*

*Nonfiction: BIOGRAPHIES and PERSONAL ESSAYS*

*POETRY continues.*
<table>
<thead>
<tr>
<th>Standard 4-2</th>
<th>The student will analyze informational texts to identify cause-and-effect relationships.</th>
<th>4.2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.2.5 Use headings, subheadings, print styles, white space, captions, and chapter headings to gain information.</td>
<td>2.4.1 Determine how to act on information (accept, reject, modify).</td>
</tr>
<tr>
<td></td>
<td>4.2.6 Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.</td>
<td>2.4.3 Recognize new knowledge and understanding.</td>
</tr>
<tr>
<td></td>
<td>4.2.7 Use functional text features (including tables of contents, glossaries, indexes, and appendixes) as sources of information.</td>
<td>4.1.1 Read, view, and listen for pleasure and personal growth.</td>
</tr>
<tr>
<td></td>
<td>4.2.8 Analyze informational texts to identify cause-and-effect relationships.</td>
<td>4.1.8 Use creative and artistic formats to express personal learning.</td>
</tr>
<tr>
<td></td>
<td>4.2.9 Read independently for extended periods of time to gain information.</td>
<td>4.4.3 Recognize how to focus efforts in personal learning.</td>
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</table>

**READ:** Building Vocabulary

<table>
<thead>
<tr>
<th>Standard 4-3</th>
<th>The student will use word analysis and vocabulary strategies to read fluently.</th>
<th>1.1.2 Use prior and background knowledge as context for new learning.</th>
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<tbody>
<tr>
<td></td>
<td>4.3.1 Generate the meaning of unfamiliar and multiple-meaning words by using context clues (for example, those that provide an example or a definition).</td>
<td>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</td>
</tr>
<tr>
<td></td>
<td>4.3.2 Use base words and affixes to generate the meaning of words.</td>
<td>2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings,</td>
</tr>
</tbody>
</table>

*Functional text features: TABLE OF CONTENTS, GLOSSARIES, INDEXES, APPENDIXES, HEADINGS, SUBHEADINGS, PRINT STYLES, WHITE SPACE, CAPTIONS, and CHAPTER HEADINGS

*Graphic features: ILLUSTRATIONS, GRAPHS, CHARTS, MAPS, DIAGRAMS, and GRAPHIC ORGANIZERS
determine the meanings of words.
(See Instructional Appendix: Prefixes and Suffixes.)

4-3.3 Interpret the meaning of idioms encountered in texts.

4-3.4 Spell correctly
• words with prefixes and suffixes and
• multisyllabic words.

draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.3 Recognize new knowledge and understanding.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

4.4.3 Recognize how to focus efforts in personal learning.

4.4.4 Interpret new information based on cultural and social context.

*CONTEXT CLUES and CORRECT SPELLING are still emphasized.

**WRITING**

**Developing Written Communications**

Standard 4-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

4-4.1 Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).

4-4.2 Use complete sentences in a variety of types (including simple and compound sentences) in writing.

4-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

1.1.2 Use prior and background knowledge as context for new learning.

1.3.4 Contribute to the exchange of ideas within the learning community.

1.4.4 Seek appropriate help when it is needed.

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is
4-4.4 Use grammatical conventions of written Standard American English, including
- subject-verb agreement;
- past, present, and future verb tenses;
- conjunctions (although, while, neither, nor);
- adverbs of time, place, manner, and degree; and
- pronoun-antecedent agreement.
(See Instructional Appendix: Composite Writing Matrix.)

4-4.5 Use revision strategies to improve the organization and development of content and the quality of voice in written works. (See Instructional Appendix: Composite Writing Matrix.)

4-4.6 Edit for the correct use of written Standard American English, including
- capitalization
  - titles of works of art,
  - titles of magazines and newspapers,
  - brand names,
  - proper adjectives, and
  - names of organizations;
- punctuation
  - quotation marks to indicate direct quotations or dialogue,
  - quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works,
  - between main clauses, and
  - underlining or italics to indicate titles of separately published works (for example, books and magazines); and
- spelling
  - words with suffixes and prefixes and
  - multisyllabic words.
(See Instructional Appendix: Composite Writing Matrix.)

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.3 Recognize new knowledge and understanding.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

4.4.3 Recognize how to focus efforts in personal learning.

*Advanced writing techniques (e.g. BRAINSTORMING, ORGANIZING, PARAGRAPH FORMATION, LOGICAL SEQUENCING) continue.

*MULTIPLE-PARAGRAPH COMPOSITIONS

*QUOTATION MARKS around TITLES OF SHORT WORKS (e.g. articles/chapters);
UNDERLINING or ITALICS for TITLES OF SEPARATELY PUBLISHED WORKS (e.g. books/magazines)
## Writing
### Producing Written Communications in a Variety of Forms

**Standard 4-5**  The student will **write for a variety of purposes and audiences**.

1. **4-5.1** Create **informational pieces** (for example, postcards, flyers, letters, and e-mails) that use language appropriate for the specific audience.

2. **4-5.2** Create **narratives** containing details and a sequence of events that develop a plot.

3. **4-5.3** Create written **descriptions** using language that appeals to the readers’ senses.

4. **4-5.4** Create written pieces (for example, skits and plays) to entertain others.

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## Researching
### Applying the Skills of Inquiry and Oral Communication

- 1.1.2 Use prior and background knowledge as context for new learning.
- 1.3.4 Contribute to the exchange of ideas within the learning community.
- 2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
- 2.1.2 Organize knowledge so that it is useful.
- 2.2.4 Demonstrate personal productivity by completing products to express learning.
- 2.3.1 Connect understanding to the real world.
- 2.4.3 Recognize new knowledge and understanding.
- 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
- 4.1.8 Use creative and artistic formats to express personal learning.

*Producing/Creating: POSTCARDS, FLYERS, LETTERS, E-MAILS, NARRATIVES, DESCRIPTIVE WORKS, SKITS, and PLAYS*
Standard 4-6  The student will access and use information from a variety of sources.

4-6.1  Clarify and refine a research topic.

4-6.2  Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and nonprint sources) to access information.

4-6.3  Organize information by classifying or sequencing.

4-6.4  Paraphrase research information accurately and meaningfully.

4-6.5  Create a list of sources that contains information (including the author and title of a publication) necessary to properly credit and document the work of others.

4-6.6  Use the Internet as a source of information.

4-6.7  Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

4-6.8  Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

1.1.2 Use prior and background knowledge as context for new learning.

1.1.3 Develop and refine a range of questions to frame the search for new understanding.

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

1.3.3 Follow ethical and legal guidelines in gathering and using information.

1.3.4 Contribute to the exchange of ideas within the learning community.

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

2.4.3 Recognize new knowledge and understanding.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.1.6 Use information and technology ethically and responsibly.
4.3.2 Recognize that resources are created for a variety of purposes.

4.4.1 Identify own areas of interest.

4.4.3 Recognize how to focus efforts in personal learning.

*Print sources: BOOKS, MAGAZINES, NEWSPAPERS, CHARTS, GRAPHS, DIAGRAMS, DICTIONARIES, ENCYCLOPEDIAS, ATLASES, THESAURIS, and ALMANACS

*Nonprint sources: PICTURES, PHOTOGRAPHS, VIDEOS, TELEVISION, FILM, RADIO, and the INTERNET

*The RESEARCH PROCESS is increasingly complex (e.g. Refine a topic, Use a variety of sources including Internet searching/Controlled vocabulary, Paraphrase, Organize/Classify/Sequence, Cite sources).

*WORKS CITED: include AUTHOR and TITLE of publication

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**Grade 5**

**READING**

**Understanding and Using Literary Texts**

**Standard 5-1** The student will read and comprehend a variety of literary texts in print and nonprint formats.

5-1.1 Analyze literary texts to draw conclusions and make inferences.

5-1.2 Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.

5-1.3 Interpret devices of figurative language.

1.1.2 Use prior and background knowledge as context for new learning.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new...
language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).

5-1.4 Analyze literary texts to distinguish between direct and indirect characterization.

5-1.5 Interpret the effect of the author’s craft (for example, tone, figurative language, dialogue, and imagery) on the meaning of literary texts.

5-1.6 Analyze the details that support the expression of the main idea in a given literary text.

5-1.7 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).

5-1.8 Analyze works of fiction (including legends and myths) and works of nonfiction (including speeches and personal essays) by characteristics.

5-1.9 Understand the characteristics of poetry (including stanza, rhyme scheme, repetition, and refrain).

5-1.10 Predict events in literary texts on the basis of cause-and-effect relationships.

5-1.11 Read independently for extended periods of time for pleasure.

2.1.2 Organize knowledge so that it is useful.

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

2.4.3 Recognize new knowledge and understanding.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

4.1.1 Read, view, and listen for pleasure and personal growth.

4.1.8 Use creative and artistic formats to express personal learning.

*Fiction: LEGENDS and MYTHS

*Nonfiction: SPEECHES and PERSONAL ESSAYS

*POETRY continues.

READING
Understanding and Using Informational Texts
Standard 5-2  The student will read and comprehend a variety of informational texts in print and nonprint formats.

5-2.1 Summarize the central idea and supporting evidence of a given informational text.

5-2.2 Analyze informational texts to draw conclusions and make inferences.

5-2.3 Analyze a given text to detect author bias (for example, unsupported opinions).

5-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).

5-2.5 Use titles, print styles, chapter headings, captions, subheadings, and white space to gain information.

5-2.6 Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.

5-2.7 Use functional text features (including tables of contents, glossaries, indexes, and appendixes).

5-2.8 Predict events in informational texts on the basis of cause-and-effect relationships.

5-2.9 Read independently for extended periods of time to gain information.

1.1.2 Use prior and background knowledge as context for new learning.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.3 Recognize new knowledge and understanding.

4.1.1 Read, view, and listen for pleasure and personal growth.

4.1.8 Use creative and artistic formats to express personal learning.

4.4.3 Recognize how to focus efforts in personal learning.

*Functional text features: TABLE OF CONTENTS, GLOSSARIES, INDEXES, APPENDIXES, TITLES, HEADINGS, SUBHEADINGS, PRINT STYLES, WHITE SPACE, CAPTIONS, and CHAPTER HEADINGS
**READING**

**Building Vocabulary**

**Standard 5-3**  
The student will use word analysis and vocabulary strategies to read fluently.

1. **5-3.1** Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple-meaning words.

2. **5-3.2** Use Greek and Latin roots and affixes to determine the meanings of words within texts. (See Instructional Appendix: Greek and Latin Roots and Affixes.)

3. **5-3.3** Interpret the meaning of idioms and euphemisms encountered in texts.

4. **5-3.4** Spell correctly
   - multisyllabic constructions,
   - double consonant patterns, and
   - irregular vowel patterns in multisyllabic words.

**WRITING**

**Developing Written Communications**

1. **1.1.2** Use prior and background knowledge as context for new learning.

   1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

2. **2.1.1** Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

   2.1.2 Organize knowledge so that it is useful.

   2.4.1 Determine how to act on information (accept, reject, modify).

   2.4.3 Recognize new knowledge and understanding.

3. **3.1.3** Use writing and speaking skills to communicate new understandings effectively.

   4.4.3 Recognize how to focus efforts in personal learning.

   4.4.4 Interpret new information based on cultural and social context.

*Graphic features: ILLUSTRATIONS, GRAPHS, CHARTS, MAPS, DIAGRAMS, and GRAPHIC ORGANIZERS*

*Detecting AUTHOR BIAS*

*CONTEXT CLUES and CORRECT SPELLING are still emphasized.*
**Standard 5-4** The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

5-4.1 Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).

5-4.2 Use complete sentences in a variety of types (including simple, compound, and complex) in writing.

5-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.

5-4.4 Use grammatical conventions of written Standard American English, including
- irregular comparative and superlative adjectives,
- irregular adverbs,
- interjections,
- past participles of commonly misused verbs, and
- subject-verb and pronoun-antecedent agreement with collective nouns.
(See Instructional Appendix: Composite Writing Matrix.)

5-4.5 Use revision strategies to improve the organization and development of content and the quality of voice in written works. (See Instructional Appendix: Composite Writing Matrix.)

5-4.6 Edit for the correct use of written Standard American English, including
- capitalization
  - ethnic groups,
  - national groups, and
  - names of ethnic, regional, and national groups,
  - national and ethnic holidays and celebrations,
  - special dates and religious occasions,
  - personal and group pronouns;
- capitalization of the names of cultural, religious, and ethnic groups;
- past participles of commonly misused verbs;
- capitalization of titles.

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

1.1.2 Use prior and background knowledge as context for new learning.

1.3.4 Contribute to the exchange of ideas within the learning community.

1.4.4 Seek appropriate help when it is needed.

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.3 Recognize new knowledge and understanding.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

4.4.3 Recognize how to focus efforts in personal learning.

*Advanced writing techniques (e.g. BRAINSTORMING, ORGANIZING, PARAGRAPH FORMATION, LOGICAL SEQUENCING) continue.*

*MULTIPLE-PARAGRAPH COMPOSITIONS continue.*
- established religions and languages;
- punctuation
  - colons and
  - hyphens; and
- spelling
  - commonly confused words,
  - multisyllabic constructions,
  - double consonant patterns, and
  - irregular vowel patterns in multisyllabic words.
  (See Instructional Appendix: Composite Writing Matrix.)

**WRITING**

**Producing Written Communications in a Variety of Forms**

**Standard 5-5** The student will write for a variety of purposes and audiences.

5-5.1 Create informational pieces (for example, book reviews and newsletter articles) that use language appropriate for the specific audience.

5-5.2 Create narratives that have a fully developed plot and a consistent point of view.

5-5.3 Create written descriptions using precise language and vivid details.

5-5.4 Create written pieces (for example, picture books, comic books, and graphic novels) to entertain a specific audience.

1.1.2 Use prior and background knowledge as context for new learning.

1.3.4 Contribute to the exchange of ideas within the learning community.

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3.1 Connect understanding to the real world.

2.4.3 Recognize new knowledge and understanding.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

4.1.8 Use creative and artistic formats to express personal learning.
**RESEARCHING**
Applying the Skills of Inquiry and Oral Communication

**Standard 5-6** The student will access and use information from a variety of sources.

| 5-6.1 | Clarify and refine a research topic. |
| 5-6.2 | Use **print** sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs) and **nonprint** sources to access information. |
| 5-6.3 | Select information appropriate for the research topic. |
| 5-6.4 | Paraphrase research information accurately and meaningfully. |
| 5-6.5 | Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others. |
| 5-6.6 | Use the Internet as a source of information. |
| 5-6.7 | Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose. |
| 5-6.8 | Use appropriate organizational strategies to prepare written works and oral and visual presentations. |
| 5-6.9 | Select appropriate graphics, in print or electronic form, to support |

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1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

1.1.2 Use prior and background knowledge as context for new learning.

1.1.3 Develop and refine a range of questions to frame the search for new understanding.

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

1.3.3 Follow ethical and legal guidelines in gathering and using information.

1.3.4 Contribute to the exchange of ideas within the learning community.

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

2.4.3 Recognize new knowledge and
written works and oral and visual presentations.

understanding.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.1.6 Use information and technology ethically and responsibly.

4.3.2 Recognize that resources are created for a variety of purposes.

4.4.1 Identify own areas of interest.

4.4.3 Recognize how to focus efforts in personal learning.

*Print sources: BOOKS, MAGAZINES, NEWSPAPERS, CHARTS, GRAPHS, DIAGRAMS, DICTIONARIES, ENCYCLOPEDIAS, ATLAS, THESAURI, and ALMANACS

*Nonprint sources: PICTURES, PHOTOGRAPHS, VIDEOS, TELEVISION, FILM, RADIO, and the INTERNET

*The RESEARCH PROCESS is increasingly complex (e.g. Refine a topic, Use a variety of sources including Internet searching/Controlled vocabulary, Select appropriate information, Paraphrase, Organize/Classify/Sequence, Cite sources).

*WORKS CITED: include AUTHOR, TITLE, and FULL PUBLICATION DETAILS