Kindergarten-Second Grade
Overview

Student Characteristics

Children come to school from diverse literacy backgrounds. Some have been read to frequently and possess a wealth of experience with language, while others have had limited opportunities and may be less capable language users. Five-, six-, and seven-year-olds are developing a sense of themselves, growing in motor coordination, and expanding their social skills. They need many opportunities to make connections with real-world materials, concepts, and experiences. Children in this age range are naturally creative, imaginative, and inquisitive and should be immersed in authentic and relevant language activities and instruction. By being actively engaged in diverse learning experiences, children become intrinsically motivated to read and expand their abilities as language users and communicators.

Instructional Environment

Kindergarten through second-grade students are naturally lovers of language and its rhythms and sounds. They learn best in a print-rich and supportive environment that encourages individual risk-taking. Instruction is student-centered and supported by ongoing assessment of student needs. An effective instructional program consists of phonemic awareness instruction, phonics instruction, fluency instruction, vocabulary instruction, and text comprehension instruction that continues from kindergarten through second grade with an emphasis on comprehension. This program also includes the use of a wide variety of narrative and informational texts. Abundant experiences with quality literature provide students the essential interaction they need for language development. Listening activities are varied and include following oral directions, responding to literature read aloud, and interpreting information. Many opportunities are given for students to recite poems or songs and retell stories in a logical order. Young children also need frequent opportunities to express themselves in writing. These early writing experiences address a variety of purposes and audiences. As students become more aware of the world around them, opportunities to read informational texts, write stories, and develop media presentations become an important component in the classroom.

The ideal instructional environment for the teaching of language arts is a balanced one. To achieve balance between process and skills instruction, teachers use a variety of strategies and methods and take into consideration the needs of all children.

Scope of Content

Development of language competencies is fostered through authentic activities across the language arts strands. Students in kindergarten through second grade are reading and responding to quality literature, writing and creating visual images for a meaningful purpose, researching to extend knowledge on a variety of topics, and using grammar and word choice appropriate for a specific audience. By placing equal emphasis on both the receptive and expressive English language arts processes, students develop the ability to interpret the meaning of others as well as to express their own ideas.

Literature

Just as students’ experiences with stories and books in the home have a great impact upon their early reading aptitude, students’ interaction with literature in the impressionable years of Grades K-2 affects their reading growth and attitudes toward reading. Teachers include group instruction and self-selection for independent reading in a variety of genres and types of literature. These categories include nursery rhymes, poetry, fairy tales, adventure stories, folktales, tall tales, fables, picture books, and nonfiction.
Dependent upon their previous experience with reading and writing, kindergarten students begin school with differing levels of language skills. Through introduction to various forms of narrative texts—nursery rhymes, poetry, big books and wordless picture books—in an environment where inherent curiosity is encouraged, a kindergarten student is able to begin a lifelong love of reading that will continue outside the classroom.

In the kindergarten curriculum, students learn to string together letters to express their thoughts and utilize basic punctuation to enhance their expression. Through exposure to real-world experiences and resources, their inquisitive nature leads them to perform basic research and investigation utilizing print and nonprint sources. Communication skills are fostered as children are taught to listen for meaning, follow instructions, and take turns in conversation.

**Minimum Required Content**

Students will:

**Reading**

1. Exhibit phonemic awareness, including identifying and categorizing phonemes, orally blending phonemes into one-syllable words, segmenting one-syllable words into phonemes, and rhyming.

2. Demonstrate letter-sound association, including matching letters to corresponding spoken sounds and blending letter sounds into one-syllable words, using printed materials.
   - Examples: initial consonant sounds, final consonant sounds, medial short vowel sounds

3. Identify upper- and lower-case letters.

4. Use words that describe and represent real-life objects and actions.
   - Example: using words that describe location, size, color, and shape
   - Using a variety of emergent reading materials
     - Examples: picture books, predictable texts, decodable text, print in the environment
   - Learning new words through stories and explicit instruction
   - Recognizing kindergarten high-frequency words in print
     - Examples: Dolch word lists, basal reader word lists

5. Demonstrate listening comprehension of passages, including retelling stories and answering questions.
   - Recalling information
     - Examples: characters, settings, details, main ideas, beginning and ending of story
   - Making predictions to determine main idea or anticipate an ending
   - Responding to stories, asking questions, discussing ideas, and relating events to daily life
   - Identifying correct sequence of events after listening to a story
Literature

6. Identify various forms of narrative texts, including nursery rhymes, poetry, and stories.
   - Naming characters and settings in books and stories
   - Identifying the author and title of a text

7. Recognize basic features of informational text.
   Examples: pictures, photographs, captions, facts

Writing and Language

8. Use brainstorming, drawing, and discussion as elements of prewriting in the writing process.
   Examples: graphic organizers, storyboards, peer group discussions
   - Drafting by stringing letters together to express thought
   - Revising group or modeled story
   - Using approximate spelling while editing
   - Publishing through reading or displaying work
   - Using basic punctuation
     Examples: period, question mark, exclamation point

   - Using correct hand position when holding writing instrument

Research and Inquiry

10. Use print and nonprint classroom, library, and real-world resources to acquire information.
    Examples: nonfiction books, videos, personal interviews, Web-based sources, environmental print
    - Identifying parts of a book
    - Using simple charts, maps, and graphs to gain basic information

Oral and Visual Communication

11. Follow one- and two-part oral directions.
    - Responding to various types of literature read aloud
      Examples: drawing a picture, composing a song, participating in a discussion
    - Looking at the speaker without interrupting
    - Listening for meaning in oral communication
12. Select appropriate voice level when interacting with others.
   Examples: whispering in the library, cheering loudly in the gym

   - Using appropriate grammar and word choice for a specific audience
   - Reciting short poems, rhymes, songs, and stories with repeated patterns
   - Demonstrating the ability to take turns in a conversation
   - Making connections to stories read aloud
     Examples: text-to-self, text-to-text, text-to-world
First Grade

The focus in first grade is to provide a foundation that fosters independence in reading, writing, listening, speaking, researching, and presenting skills. Students learn to recognize and use a variety of forms of texts and exhibit proper grammar usage in writing and speaking. A balance is important in maintaining the components of the writing process while encouraging the creative-thinking process for each student. Teacher-directed instruction and collaborative learning increase a first-grader’s ability to collect information and gain meaning through reading and simple research.

Oral and visual communication skills serve as building blocks for the development of reading and writing as students recite poems, demonstrate the ability to take turns in a conversation, and listen to two- and three-part oral directions. Students develop an awareness of language as they practice these skills in a meaningful context.

Students’ active involvement in their environment allows them to construct and understand the relationships among reading, writing, and speaking. Purposeful language experience provides daily opportunities for students to develop and gain insight into the use of the English language.

**Minimum Required Content**

Students will:

**Reading**

1. Demonstrate phonemic awareness, including isolating, deleting, and adding phonemes; using onsets and rimes; and identifying initial, medial, and final sounds in one-syllable words.
   - Blending phonemes to produce sounds

2. Utilize predictable letter-sound relationships to decode printed words, including words with consonant blends that require blending 3-4 phonemes into a whole word.
   - Blending sounds to form words
   - Identifying sound-spelling relationships of consonants and vowels
   - Segmenting printed words into phonemes

3. Demonstrate vocabulary skills, including sorting words into categories and deriving word meaning from context within sentences and paragraphs.
   - Examples: categories—synonyms, antonyms, homonyms

   - Using new words from reading when writing and speaking
   - Recognizing words in the environment
   - Asking questions for clarification
   - Spelling correctly sight words and single-syllable, phonetically regular words
4. Read with comprehension a variety of first-grade narrative and informational texts, including recalling information and retelling a story with beginning, middle, and end.
   - Recognizing cues provided by print
   - Making predictions from text clues
   - Stating main ideas about a topic in informational text
   - Connecting events in a story to specific life experiences
   - Monitoring comprehension during reading
   - Drawing simple conclusions

5. Read with fluency simple passages containing simple sentences.
   - Reading 40-60 words per minute
   - Recognizing first-grade high frequency words by sight
     Examples: Dolch word lists, basal reader word lists
   - Attending to end punctuation in phrasing

**Literature**

6. Recognize a variety of narrative text forms, including fairy tales, adventure stories, and poetry.
   - Identifying characters, settings, problems, and solutions in a variety of texts
   - Comparing story elements through text-to-text connections

7. Use the basic features of informational text to distinguish fact from fiction.
   Examples: captions, headings, table of contents

**Writing and Language**

8. Use complete sentences to address a topic or tell a story.
   - Using graphic organizers to outline content
   - Rereading to make revisions
   - Editing for spelling, punctuation, and capitalization
   - Publishing final draft
   - Using descriptive, narrative, and expository modes of writing
   - Writing simple poems addressing a topic

9. Use periods at the end of sentences and capitalization at the beginning of sentences and with the pronoun I.
   - Using question marks at the end of asking sentences

10. Use a word that names a person, place, thing, or animal as the subject of a sentence.
    - Using verbs to show action
    - Using adjectives to describe
    - Identifying singular and plural nouns

11. Exhibit proper letter formation, spacing, and letter-line placement in words and sentences.
Research and Inquiry

12. Collect information from print and nonprint resources to investigate a teacher- or student-selected topic.
   Examples: nonfiction books, videos, resource persons, interviews, Web-based sources, dictionaries
   - Generating oral and written questions to gather information
   - Using parts of a book to locate information
   - Using alphabetical order to the first letter to access information
   - Interpreting information from simple charts, maps, graphs, and directions

Oral and Visual Communication

13. Listen for meaning in conversations and discussions, including looking at the speaker without interrupting.
   - Following two- and three-part oral directions
   - Making connections to literature read aloud
     Examples: text-to-text, text-to-self, text-to-world

14. Use appropriate intonation when speaking and interacting with others.
   - Using grammar and word choice appropriate for a specific audience
   - Reciting poems, rhymes, songs, and stories
   - Demonstrating the ability to take turns in a conversation
   - Expanding vocabulary reflective of a growing range of interests and knowledge
   - Using pictures, objects, music, and computer resources to present information
   - Using the writing process to prepare oral presentations
Second Grade

Students enter second grade with a natural love of language and books. They are prepared to apply the knowledge and skills previously learned to become competent communicators and thinkers. Comprehension is the goal as these students use strategies to construct meaning from oral, written, and visual material.

An effective classroom environment provides both a variety of language experiences and exposure to literature and other print materials. Availability of books, magazines, reference materials, and electronic media allows students opportunities to grow in content knowledge and in their practical use of language. Communication through reading, writing, speaking, and listening develops the essential skills for understanding.

**MINIMUM REQUIRED CONTENT**

Students will:

**Reading**

1. Demonstrate phonological skills, including manipulating sounds and words of the English language and identifying syllables in two- and three-syllable words.

2. Apply phonetic strategies to decode unfamiliar and multisyllable words using graphophonemic clues and letter-sound correspondences, including diphthongs and digraphs.
   - Correcting word-recognition errors
     - Examples: substituting, deleting, omitting
   - Reading phonetically regular and irregular two-syllable words
     - Examples: regular—table, mitten
     - irregular—baby, city

3. Exhibit vocabulary skills, including explaining simple common antonyms and synonyms and using descriptive words.
   - Examples: simple common antonyms—up – down, in – out, above – below
   - Responding to questions
   - Using semantic cues to achieve meaning
   - Recognizing words in the environment
   - Using new words from independent reading of stories and texts
   - Recognizing possessive forms
   - Using correct spelling, including spelling of sight words, spelling of unfamiliar words using phonetic strategies, and checking spelling with a dictionary
   - Identifying multiple-meaning words
1st

4. Demonstrate comprehension of second-grade reading materials across the curriculum, including drawing simple conclusions, classifying ideas and things, identifying sequence, and retelling directions and information from informational and functional reading materials.
   Examples: functional materials—maps, simple tables, atlases, encyclopedias
   - Relating events and ideas to specific life experiences
   - Answering what if, why, and how questions
   - Identifying characters

5. Read with fluency passages containing complex sentences.
   Example: sentences with phrases and clauses
   - Reading 90-100 words per minute
   - Recognizing second-grade high-frequency words
     Examples: Dolch word lists, basal reader word lists
   - Using punctuation to help phrase
   - Making self-corrections
   - Reading with expression

**Literature**

6. Differentiate among folktales, tall tales, fables, realistic fiction, and other narrative texts.
   - Recognizing the author’s purpose or intent in a variety of texts
   - Inferring the main idea and supporting details in narrative texts
   - Summarizing the plot and characters’ actions and motivations in narrative texts
   - Recognizing morals and lessons in narrative texts

7. Explain how authors use text features to identify key and supporting ideas in informational texts.
   Examples: boldface, maps, charts, diagrams

**Writing and Language**

8. Organize sentences into a paragraph to address a topic or tell a story.
   - Sorting information using graphic organizers
   - Generating a topic sentence and a concluding sentence in a paragraph
   - Drafting a written piece, including an introductory paragraph and a concluding paragraph
   - Editing for spelling, punctuation, capitalization, and sentence variety
   - Publishing final draft
   - Using descriptive, narrative, and expository modes of writing
   - Writing free verse poetry to express ideas
9. Demonstrate correct use of question marks and capitalization of names, months, days of the week, and holidays in written expression.
   - Using abbreviations, apostrophes in contractions, and apostrophes in possessives in writing
   - Using commas in writing
     Examples: dates, friendly letter greetings, physical address, items in a series
   - Using exclamation points at the end of sentences to show emotion in writing

10. Use concrete nouns and action verbs in written communication.
    Examples: concrete nouns—teacher, beach, desk, dog
             action verbs—run, eat
    - Describing nouns using adjectives in writing
    - Substituting nouns with pronouns in writing
    - Using singular and plural nouns in writing

11. Write words and sentences legibly with proper spacing in manuscript.
    - Forming upper- and lower-case letters in cursive

Research and Inquiry

12. Utilize research skills to collect and record information on a specific topic.
    - Listing key concepts from texts
    - Locating boldface and italicized words to identify essential information
    - Using captions, illustrations, and photographs to extend meaning of written text

13. Locate information in reference material using alphabetical order.
    Examples: dictionary, textbook, nonfiction book
    - Generating oral and written questions before, during, and after research
    - Using table of contents, glossary, and index to locate information
    - Reporting on a specific topic with facts and details

Oral and Visual Communication

14. Respond to various types of literature read aloud.
    - Focusing attention on a speaker without interrupting
    - Following multistep oral directions
    - Interpreting presented information
15. Select appropriate voice tone, gestures, and facial expression to enhance meaning.
   - Using active listening skills
     Example: “Stop, Look, and Listen” technique
   - Retelling stories and events in logical order
   - Remaining on topic when speaking
   - Using visual aids, props, and technology in oral presentations
     Examples: poster, puppet, slideshow
   - Using appropriate grammar and word choice in oral presentations and in conversations
Third-Fifth Grade
Overview

Student Characteristics

Students in Grades 3-5 are by nature inquisitive. As they move through the third, fourth, and fifth grades, many students progress from being teacher-dependent into a more self-guided stage. They respond well to genuine praise. They experience greater social and emotional development, becoming increasingly concerned with pleasing peers. They also become more aware of individual opinions, form strong opinions, and make many of their own decisions. While beginning the transition into the early phases of abstract thinking, students are primarily concrete learners.

Instructional Environment

The instructional environment for Grades 3, 4, and 5 provides a stimulating, print-rich climate that encourages engagement in daily reading and instruction embedded in the context of authentic literature. Students have opportunities to practice many kinds of writing and to develop skills in listening, viewing, speaking, and presenting. Students also utilize available technology to develop communication skills.

Developmentally appropriate instruction is designed to address the predominantly concrete thinking inherent in this age group as well as the emerging abstract thinking. An inquiry- and discovery-based environment is created in which learners are engaged in decision making, problem solving, and purposeful learning. Explicit reading instruction takes place in the context of meaningful whole text. At other times, opportunities are provided for student choice in reading materials and writing topics. Learner differences are addressed through differentiated instruction as well as intervention programs.

Students explore, analyze, and synthesize information through flexible instructional grouping practices. Grouping varies throughout the year to include pairs as well as small and large groups. The environment provides for guided individual and small-group instruction to meet specific learning needs through remediation and enhancement of student learning.

Literacy moves into a productive mode in which students read and write to learn. Phonetics, language structure, and meaning are integrated during text interpretation. Writing skills, grammar usage, and mechanics are integrated through the writing process. Students are taught to edit for correct spelling. Effective instruction in grammar and mechanics also includes the “teachable moments” that occur during the editing stage of the writing process. Speaking, presenting, and writing activities are integrated with listening, viewing, and reading in large- and small-group settings.

Teachers and students collaborate in planning student learning tasks. To foster literacy growth, teachers model reading and writing. They also read to students from materials above students’ instructional level but at their interest level. Literacy growth is also fostered by direct reading instruction guided by learning needs rather than dictated by textbook curriculum.

Assessment is ongoing and varied. Journals, portfolios, rubrics, reports, and projects are an integral part of student assessment as are teacher-made and standardized tests.
Scope of Content

The strands of reading, literature, writing and language, research and inquiry, and oral and visual communication permeate third-, fourth-, and fifth-grade curricula. The scope of content progresses from using concrete thinking toward formal operational thought. Strands include a continuum of skills from identification to understanding to usage; strands are combined and integrated in instruction. A variety of reading sources such as textbooks, literary selections of stories, folktales, biographies, poems, audio recordings, and plays are available to provide informational, functional, and recreational selections for student use. Students compose narrative, descriptive, and expository text as they transition through writing modes. Teachers give emphasis to the developmental processes necessary for writing more complex sentences and multi-paragraph compositions, including some based on research. Students advance from improving skills in composition to creating oral and visual presentations.

Literature

Reading materials for both classroom instruction and for independent reading in Grades 3-5 include a variety of types and genres. Students read complete texts as well as selected passages in multicultural literature and nonfiction texts that include novels, short stories, myths, legends, poetry, folk tales, science fiction, biographies, autobiographies, and historical fiction. Magazines, newspapers, and trade books are also important parts of student reading materials.
Third Grade

Third-grade students gain information through reading and listening and then express what they have learned through writing and visually supported oral communication. They continue to express themselves through narrative writing and learn additional modes of expression through descriptive and expository writing. Authentic experiences that integrate reading, literature, writing and language, research and inquiry, and oral and visual communication encourage students to develop self-confidence and assurance in expressing themselves.

These students begin the early phases of transition to abstract thinking; however, they are still primarily concrete learners and are interested in learning tasks that directly relate to their own lives. They continue developing critical-thinking and problem-solving skills as they move into an environment with an increased focus on specific subject-area content.

**MINIMUM REQUIRED CONTENT**

Students will:

**Reading**

1. Apply advanced phonetic analysis to multiple-syllable words, including consonants, short vowels, blends, long vowel markers, and r-controlled vowels.

2. Demonstrate reading vocabulary knowledge of compound words.
   - Using structural analysis to develop meaning
     Examples: prefixes, suffixes, root words
   - Drawing semantic maps
   - Recognizing new synonyms and antonyms
   - Spelling correctly compound words, phonetically regular words, contractions, and possessives, including using dictionary to check spelling

3. Use a wide range of strategies, including using context clues and predicting outcomes, to comprehend third-grade recreational reading materials in a variety of genres.
   Examples: stories, trade books, poems
   - Reading fluently 110-120 words per minute
   - Identifying literary elements and devices
     Examples: characters, similes
   - Determining sequence of events
   - Distinguishing fiction from nonfiction
   - Using sentence structure to assist in comprehension
   - Drawing conclusions to determine authors’ intent
   - Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading
   - Using vocabulary knowledge to construct meaning
   - Relating main ideas to prior knowledge and specific life experiences
   - Previewing and predicting to anticipate content
   - Utilizing text features to gain meaning
   - Using prior knowledge and experience
4. Use a wide range of strategies and skills, including retelling information, using context clues, and making inferences to identify main idea, to comprehend third-grade informational and functional reading materials.
   - Using sentence structure to assist in comprehension
   - Distinguishing main idea from details
   - Summarizing passages to demonstrate understanding
   - Utilizing text features to gain meaning
     Examples: titles, headings, glossary, boldface, index, table of contents, maps, charts, tables
   - Using vocabulary knowledge to enhance comprehension
   - Using self-monitoring for text understanding
   - Following simple written directions
   - Ordering by importance or chronology

Literature

5. Compare poetry, folktales, and fables in respect to their genre characteristics.

6. Recognize linguistic and cultural similarities and differences in multicultural literature.
   Examples: regional dialects, clothing, food, games

7. Compare fictional characters and events to real-life experiences.
   Example: relating hardships faced by early settlers in literature to hardships faced by families today

8. Use text features to guide interpretation of expository texts, including italics, headings, maps, and charts.
   Examples: social studies—locating physical features on a map
   science—interpreting weather data from charts and tables
   - Interpreting the author’s purpose or intent in a given text
9. Compose narrative texts using an introductory paragraph, specific time frames, clear sequencing of events, and a conclusion.
   - Determining purpose and audience prior to writing
     Examples: purpose—writer addresses topic in correct mode
     audience—writer uses appropriate tone
   - Demonstrating clarity and organization in a composition
   - Composing descriptive texts using sensory details and vivid language
   - Composing expository texts using appropriate sequencing of ideas or steps in a process
   - Using complete sentences, varied sentence structure, and appropriate transition words in a composition
   - Demonstrating the process of prewriting, drafting, revising, editing, and publishing
   - Using graphic organizers during prewriting
   - Using figurative language to enhance written text
     Examples: simile, onomatopoeia, metaphor, alliteration
   - Utilizing precise vocabulary in written presentations
     Examples: gorgeous instead of pretty, prosperous instead of rich
   - Demonstrating correct spelling in final written text
   - Responding in writing to open-ended questions
   - Utilizing bullets to organize major details and ideas to support a topic
   - Demonstrating the ability to write legibly in cursive

10. Apply mechanics in writing, including capitalization of proper nouns and titles of people and appropriate end marks, abbreviations, and commas with dates.
    - Identifying friendly letter parts and related punctuation marks
    - Using apostrophes with contractions and possessives
    - Underlining or italicizing book titles
    - Using commas to separate items in a series, in a physical address, and before the conjunction in a compound sentence

11. Recognize nouns, verbs, pronouns, conjunctions, and adjectives in written texts.
    - Demonstrating use of nouns, verbs, pronouns, conjunctions, adjectives, and verb tenses in writing
    - Demonstrating use of subject-verb agreement in writing
    - Demonstrating use of forms of adjectives in writing

Research and Inquiry

12. Demonstrate retrieval skills needed to research a topic.
    - Formulating questions based on a topic
    - Using appropriate reference materials
      Examples: dictionaries, atlases, almanacs, thesauruses, technology resources, news and feature articles
    - Evaluating relevant information gained through research
    - Recognizing text features, including italics, captions, sidebars, photographs, and illustrations
Oral and Visual Communication

13. Demonstrate the ability to follow multistep oral directions.

14. Demonstrate eye contact, articulation, and appropriate voice intonation with oral narrative presentations.
   - Using dramatizations with oral descriptive presentations
   - Using figurative language to enhance oral communication
     Examples: simile, onomatopoeia, metaphor, alliteration
   - Utilizing precise vocabulary in oral presentations
     Examples: exceptional instead of good, brilliant instead of smart
Fourth Grade

Fourth-grade students continue to transition to a greater degree of abstract thinking. While student learning is more directed by the teacher through the use of various instructional methods, students are also encouraged to progress toward more independent learning.

In order for students to master the standards, teachers incorporate a variety of strategies to ensure the expansion of needed skills in the areas of reading, literature, writing and language, research and inquiry, and oral and visual communication. Fourth-grade students build on previous knowledge to further develop their abilities to use word recognition, comprehension, and writing skills. Reading vocabulary is increased as students benefit from oral reading and self-selected reading materials. Students use reading strategies and skills to increase comprehension of literary, functional, and informational materials. Students increase their understanding of literature as they are introduced to new genres and delve more deeply into the element of story. They compose descriptive text using newly developed skills in mechanics and grammar. Students improve their research and note-taking skills by organizing information obtained from reference materials.

**MINIMUM REQUIRED CONTENT**

Students will:

**Reading**

1. Demonstrate word recognition skills, including structural analysis.
   
   Example: structural analysis—prefixes, suffixes, root words

   - Producing common word parts
   - Reading multisyllable words
   - Reading compound words, contractions, possessives, and inflectional endings

2. Demonstrate reading vocabulary knowledge, including recognition of a variety of synonyms and antonyms.
   
   - Using context clues
   - Reading multiple-meaning words
   - Increasing number of sight words
3. Use a wide range of strategies, including distinguishing fiction from nonfiction and making inferences, to comprehend fourth-grade recreational reading materials in a variety of genres. Examples: novels, short stories, poetry, trade books
   - Skimming passages to get significance of passage
   - Summarizing passages to restate information
   - Comparing and contrasting to extend meaning
   - Using knowledge of sentence structure and context to enhance comprehension
   - Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading
   - Using vocabulary knowledge to enhance comprehension
   - Reading fluently with expression and attention to punctuation
   - Drawing conclusions to determine content not directly stated
   - Asking and answering questions
   - Relating events, ideas, and characters to prior knowledge and specific life experiences

4. Identify literary elements and devices, including characters, important details, and similes, in recreational reading materials and details in informational reading materials.
   - Identifying main idea
   - Identifying author’s purpose

5. Use a wide range of strategies and skills, including using sentence structure, locating information, and distinguishing fact from fiction, to comprehend fourth-grade informational and functional reading materials.
   - Determining sequence of events in informational and functional text
   - Distinguishing fact from opinion in informational text
   - Summarizing passages to demonstrate understanding
   - Comparing and contrasting to extend meaning
   - Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading
   - Using text features to gain meaning
     Examples: titles, headings, glossary, boldface, index, table of contents, tables, charts, graphs
   - Previewing to anticipate content
   - Using note-taking skills, including highlighting and outlining
   - Detecting obvious bias in informational text
   - Recognizing persuasive techniques in informational text
     Examples: bandwagon, snob appeal
Literature

6. Compare the genre characteristics of tall tales, fantasy, myths, and legends, including multicultural literature.

7. Compare story elements and the experiences and feelings of literary characters to students’ lives.
   - Describing how events, settings, and characterization encountered in written text influence the thinking of the reader
   - Identifying author’s craft and technique for relaying intended message
     Examples: dialogue, exaggeration, alliteration, imagery, parallel structure, logical arguments

Writing and Language

8. Compose descriptive texts using an introductory paragraph, sensory details, vivid language, and a conclusion.
   - Determining purpose and audience prior to writing
     Examples: purpose—writer addresses topic in correct mode
     audience—writer uses appropriate tone and language
   - Demonstrating clarity and organization in a composition
   - Composing expository texts using a main idea with three supporting details
   - Composing narrative texts using a definite time frame, selected tone, and a clear sequence of events
     Examples: selected tone—sarcastic, angry, humorous, respectful
   - Writing complex sentences to vary sentence structure
   - Correcting sentence fragments and run-on sentences in writing
   - Demonstrating the process of prewriting, drafting, revising, editing, and publishing
   - Demonstrating usage of graphic organizers during prewriting
   - Spelling correctly in final written texts
   - Utilizing figurative language to enhance written communication
     Examples: simile, metaphor, onomatopoeia, personification

9. Respond in writing to open-ended questions.
   - Utilizing bullets to organize major details and ideas to support a topic

10. Apply mechanics in writing, including capitalization of business and friendly letter parts and envelope addresses and use of punctuation, including apostrophe with contractions; underlining or italicizing of book titles; and commas to separate items in a series and in a physical address.
    - Capitalizing proper adjectives and the first word in direct quotations
    - Applying correct punctuation in a direct quotation, including quotation marks, commas, and end marks
    - Using commas correctly in a compound sentence
    - Using apostrophes with possessives
    - Writing sentences without the use of double negatives
11. Demonstrate knowledge of subject-verb agreement with simple subjects and correct usage of regular and irregular verb forms.
   Examples: subject-verb agreement—she walks, they walk
   regular verb form—like, liked, liked
   irregular verb form—draw, drew, drawn

   - Differentiating among helping, linking, and action verbs
   - Demonstrating correct use of nouns, pronouns, conjunctions, adjectives, and adverbs

Research and Inquiry

12. Organize information on a specific topic obtained from grade-appropriate reference materials.
   Examples: dictionaries, online resources, thesauruses, atlases, news and feature articles

   - Formulating research questions
   - Using paraphrasing to convey ideas from resources
   - Using note-taking skills to gather information

Oral and Visual Communication

13. Demonstrate eye contact, articulation, and appropriate voice intonation with descriptive presentations.
    - Using demonstrations with oral expository presentations
    - Using figurative language to enhance oral communication
      Examples: simile, metaphor, onomatopoeia, personification
    - Utilizing precise vocabulary in oral presentations
      Examples: leap instead of jump, miniature instead of little

14. Identify strategies of a skillful listener, including attending to the listening task and assigning meaning to the message.
Fifth Grade

Fifth-grade students engage in numerous learning activities to attain the required knowledge and skills for solving problems and thinking critically in all aspects of the English language arts curriculum. Students are transitioning from concrete to more abstract thinking and are refining their language abilities.

Fifth-graders continue to develop a wide range of applied strategies to comprehend functional, informational, and literary texts and to create written compositions. To achieve this, teachers place emphasis on reading, literature, writing and language, research and inquiry, and oral and visual communication. Ideas, opinions, and information are expressed through narrative, descriptive, expository, and persuasive writing. Research and inquiry provide opportunities for students to use search strategies. Through written expression, students demonstrate knowledge of grammar and usage concepts, and apply mechanics in their writings.

**Minimum Required Content**

Students will:

**Reading**

1. Demonstrate reading vocabulary knowledge, including recognition of multiple-meaning words.
   - Identifying word “chunks” or parts
     - Example: mark, remark, or able in remarkable
   - Recognizing inflected endings
     - Examples: ed, ing
   - Identifying possessives and contractions

2. Use a range of strategies, including drawing conclusions such as opinions about characters based on their actions and summarizing passages, to comprehend fifth-grade recreational reading materials in a variety of genres.
   - Determining sequence of events in recreational reading materials
   - Comparing and contrasting to extend meaning
   - Distinguishing fiction and nonfiction
   - Using sentence structure and context to determine meaning
   - Using prior knowledge and experience to interpret meaning
   - Skimming passages to obtain primary message
   - Inferring motive of characters

3. Recognize the use and effect of literary elements and devices, including setting, character traits, stated purpose, metaphors, and simple symbolism to gain information from various text formats, including tables and charts.
   - Recognizing persuasive techniques
   - Identifying main idea and supporting details
   - Recognizing use of personification
   - Identifying implied purpose
4. Use a wide range of strategies and skills, including using text features to gain meaning, summarizing passages, and drawing conclusions, to comprehend fifth-grade informational and functional reading materials.
   - Determining sequence of events
   - Determining cause and effect
   - Distinguishing fact from opinion
   - Using previewing and predicting skills to determine content
   - Using sentence structure and context to determine word meaning
   - Using prior knowledge and experience to interpret meaning
   - Using self-monitoring for text understanding
     Examples: rereading, accessing prior knowledge and experiences
   - Using expanded vocabulary to determine word meaning
   - Recognizing persuasive techniques
   - Skimming passages to get significance of passage
   - Using reference materials

Literature

5. Compare the genre characteristics of autobiographies, biographies, and historical fiction, including multicultural literature.

6. Use text features, including indexes, tables, and appendixes, to guide interpretation of expository texts.
   Examples: social studies—interpreting a table comparing native American cultures
   science—interpreting a table using everyday indicators that identify common acids and bases

Writing and Language

7. Compose expository texts using an introductory paragraph that includes a main idea; supporting paragraphs with a minimum of three reasons, explanations, or steps in a process; and a conclusion.
   - Determining purpose and audience prior to writing
     Examples: purpose—writer addresses topic in correct mode
     audience—writer uses appropriate tone
   - Demonstrating clarity and organization in a composition
   - Using appropriate transition words in a composition
   - Using appropriate prewriting strategies
     Examples: brainstorming, using graphic organizers
   - Composing persuasive texts, including a minimum of three reasons that support a stance or position
   - Composing narrative texts using a definite time frame, a clear sequence of events, and a selected tone
     Examples: selected tone—sarcastic, humorous, respectful
   - Composing descriptive texts using an introductory paragraph, sensory details, vivid language, and a conclusion
8. Express meaning through writing varied sentence structure, detailed paragraphs, and multi-paragraph compositions in an organized manner.
   - Editing writing for clarity of thought
   - Correcting awkward sentence construction, redundancy, fragments, and run-ons in written presentations
   - Utilizing precise vocabulary in oral and written presentations
     Examples: *sauntered* instead of *walked*, *scurried* instead of *ran*
   - Bulleting major details and ideas to support a topic or subject
   - Responding in writing to open-ended questions

9. Apply mechanics in writing, including capitalization of first word in a direct quotation and use of punctuation, including quotation marks and comma with direct quotations, colon to introduce a list, and commas after introductory words, with a noun of direct address, and in a compound sentence.
   - Using quotation marks with titles of short stories and poems
   - Capitalizing proper adjectives, titles of books, and works of art
   - Using apostrophes with possessives

10. Demonstrate knowledge of grammar and usage concepts, including subject-verb agreement with a compound subject; present, past, and future verb tenses; forms of adjectives; forms of nouns; and subject, object, and possessive pronouns.
    - Writing sentences without the use of double negatives
    - Identifying homonyms, homophones, and homographs
      Examples: homonym—as in *bat* and a ball, a *bat* in a cave
                homophone—as in *bear* in a forest, a *bare* spot in the lawn
                homograph—as in a *bass* in a lake, a *bass* singing voice
    - Using irregular verbs in writing
    - Using adjectives, adverbs, conjunctions, nouns, and verbs in writing
    - Demonstrating correct use of prepositions and interjections

Research and Inquiry

11. Use search strategies in the research process to identify reliable current resources and computer technology to locate information.

Oral and Visual Communication

12. Demonstrate eye contact, articulation, and appropriate voice intonation with expository presentations.
    - Using dramatizations with oral persuasive presentations
      Examples: role play, Reader’s Theater
    - Using figurative language found in literature to enhance oral communication
      Examples: personification, idiom, metaphor, simile, hyperbole, onomatopoeia, alliteration, symbolism

13. Apply strategies of a skillful listener, including maintaining eye contact, attending to the listening task, and assigning meaning to the message.