



Kindergarten – Fourth Grade

Kindergarten Language Arts

NOTE: The objectives listed in sections I–IV of Language Arts below are consistent with the Core Knowledge Language Arts program and embed all skills and concepts within the Common Core State Standards for English Language Arts.

I. Listening and Speaking

A. CLASSROOM DISCUSSION

- Participate in age appropriate activities involving listening and speaking.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.
- Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
- Carry on and participate in a conversation, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.
- Identify and express physical sensations, mental states, and emotions of self and others.
- Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).
- Understand and use narrative language to describe people, places, things, locations, events, actions.
- Understand and use common sayings and phrases such as “Better safe than sorry” and “Look before you leap” .

B. PRESENTATION OF IDEAS AND INFORMATION

- Follow multi-step, oral directions.
- Give simple directions.
- Provide simple explanations.
- Recite a nursery rhyme, poem or song independently.

C. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—ALL TEXTS

Written text makes use of richer vocabulary and more complex syntax than conversational language. It is important that young children be exposed not only to the language of everyday conversation but also to the richer and more formal language of books. This can be done through frequent reading aloud. Helping young children develop the ability to listen to and understand written texts read aloud must be an integral part of any initiative designed to build literacy.

At the kindergarten level, a child’s ability to understand what he hears far outpaces his ability to independently read and understand written text. By listening to stories or nonfiction selections read aloud, children can experience the complexities of written language without expending cognitive energy on decoding; they can likewise access deeper and more complex content knowledge than they are presently able to read independently.

Following any read-aloud, children should participate in rich, structured conversations with an adult in response to the written text that has been read aloud. In this way, they can begin to orally practice comparing, analyzing, and synthesizing ideas in written text in much the same way as they will be expected to do as independent readers in the later grades.

Big Idea: Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.

- Grasp Specific Details and Key Ideas
- Describe illustrations.
- Sequence four to six pictures illustrating events in a read-aloud.
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.
- Retell key details.
- Ask questions to clarify information in a read-aloud.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.
- Observing Craft and Structure
- Understand and use words and phrases heard in read-alouds.
- Compare similarities and differences within a single read-aloud or between two or more read-alouds.
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.

Big Idea: Language Arts Integrating Information and Evaluating Evidence

- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.
- Identify who is telling a story or providing information in a text.

D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, And Poetry

- Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Change some story events and provide a different story ending.
- Create and tell an original story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Distinguish fantasy from realistic text in a story.
- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.

E. Comprehension and discussion of read-alouds—nonfiction and informational text

Big Idea: Teachers: Select nonfiction read-aloud topics from the kindergarten history, science, music, and visual arts topics listed on pages 12–21, with emphasis on history and science.

- Retell important facts and information from a nonfiction read-aloud.
- With assistance, categorize and organize facts and information within a given topic.
- With assistance, create and interpret timelines and lifelines related to read-alouds.
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.

II. Reading

A. PRINT AWARENESS

- Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds.
- Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).
- Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).
- Demonstrate correct book orientation by holding book correctly and turning pages.
- Recognize that sentences in print are made up of separate words.
- Understand that words are separated by spaces.
- Distinguish letters, words, sentences, and stories.
- Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.
- Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.
- Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms.
- Say the letters of the alphabet in order, either in song or recitation.

B. PHONOLOGICAL AND PHONEMIC AWARENESS

- Orally segment sentences into discrete words.
- Demonstrate understanding that words are made up of sequences of sounds.
- Demonstrate understanding that vowel sounds are produced with the mouth open and airflow unobstructed, whereas consonant sounds involve closing parts of the mouth and blocking the air flow.
- Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes).
- In riddle games, supply words that begin with a target phoneme.
- Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of mat and /g/ at the end of bag.
- Listen to one-syllable words and tell the beginning or ending sounds, e.g., given dog, identify initial /d/ or final /g/.
- Recognize the same phoneme in different spoken words, e.g., /b/ in ball, bug, and big.
- Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.

- Orally blend two to three sounds to form a word, e.g., given the sounds /k/.../a/... /t/, blend to make cat.
- Segment a spoken word into phonemes, e.g., given bat, produce the segments/b//a//t/.
- Given a spoken word, produce another word that rhymes, e.g., given hit, supply bit or mitt.
- Identify the number of syllables in a spoken word.

C. PHONICS: DECODING AND ENCODING

Learning to read requires understanding and mastering the written English code through explicit and systematic phonics instruction. Research suggests that phonics instruction is most effective when specific letter-sound relationships are taught and reinforced by having children both read and write the letter-sound correspondence being studied. Reading and writing—decoding and encoding—are complementary processes that ensure mastery of the written code.

- Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).
- Blend individual phonemes to pronounce printed words.
- Understand that sometimes two or more printed letters stand for a single sound.
- Read and write any CVC word, e.g., sit or cat
- Read and write one-syllable words containing common initial consonant clusters such as tr-, fl-, dr- and sp- and consonant digraphs such as ch-, sh-, th-, etc.
- Read and write words containing separated vowel graphemes, such as, late, bite, note, cute.
- Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in Cats and /z/ as in dogs.
- Read and write chains of one-syllable words in which one sound is added, substituted, or omitted, e.g. read at, cat, bat, bad, bid.
- Read at least 15 words generally identified as very high frequency words.

Consonant Sounds and Spellings Taught in Kindergarten

/b/ spelled 'b' as in boy, 'bb', as in tubby, /d/ spelled 'd' as in dog, 'dd' as in madder, /f/ spelled 'f' as in fun, 'ff' as in stuff, /g/ spelled 'g' as in get, 'gg' as in egg, /h/ spelled 'h' as in him, /j/ spelled 'j' as in jump, /k/ spelled 'c' as in cat, 'k' as in kitten, 'ck' as in sick, 'cc' as in moccasin, /l/ spelled 'l' as in lip, 'll' as in sell, /m/ spelled 'm' as in mad, 'mm' as in hammer, /n/ spelled 'n' as in net, 'nn' as in funny, /p/ spelled 'p' as in pet, 'pp' as in happy, /r/ spelled 'r' as in red, 'rr' as in earring, /s/ spelled 's' as in sit, 'ss' as in dress, /t/ spelled 't' as in top, 'tt' as in butter /v/ spelled 'v' as in vet, /w/ spelled 'w' as in wet, /x/ spelled 'x' as in tax, /y/ spelled 'y' as in yes, /z/ spelled 'z' as in zip, 'zz' as in buzz, 's' as in dogs, /ch/ spelled 'ch' as in chop, /sh/ spelled 'sh' as in ship, /th/ spelled 'th' as in thin, /th/ spelled 'th' as in then, /qu/ spelled 'qu' as in quick, /ng/ spelled 'ng' as in sing, 'n' as in pink

Vowel Sounds and Spellings Taught in Kindergarten

/a/ spelled 'a' as in cat, /e/ spelled 'e' as in get, /i/ spelled 'i' as in hit, /o/ spelled 'o' as in Hot, /u/ spelled 'u' as in but, /ae/ spelled 'a_e' as in cake, /ee/ spelled 'ee' as in bee, /ie/ spelled 'i_e' as in bike, /oe/ spelled 'o_e' as in note, /ue/ spelled 'u_e' as in cute, /er/ spelled 'er' as in her, /ar/ spelled 'ar' as is car /or/ spelled 'or' as in for

D. Oral Reading and Fluency

- Read decodable stories that incorporate the specific code knowledge that has been taught.
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding.
- Demonstrate understanding of and use commas and end punctuation while reading orally.
- Read aloud, alone, or with a partner at least 15 minutes each day.

E. Reading Comprehension—All Texts

It is important to recognize that kindergartners are taught only some of the many letter-sound correspondences a reader needs to know to read a wide range of printed material. As a result, many kindergartners will be able to read independently only the simplest written text. At this grade level, mental energy will be primarily directed to the act of reading, i.e., decoding. A focus on the mechanics of decoding is appropriate and desirable at this early stage in the reading process. In kindergarten, attention to reading comprehension should be directed to ensuring a fundamental understanding of what has been read. At this grade level, it will generally be more effective and efficient to devote time to higher level thinking and comprehension skills at the listening and speaking level in response to written texts that are read aloud.

- Demonstrate understanding of simple decodable text after reading independently.

Grasping Specific Details and Key Ideas

- Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.

- Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.

Observing Craft and Structure

- Understand and use words and phrases from a text that has been read independently.

Integrating Information and Evaluating Evidence

- Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.
- Use pictures accompanying the written text to check and support understanding.
- Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.
- Identify who is telling a story or providing information in a text.

III. Writing

It is important to recognize that of all the communication skills—listening, speaking, reading, and writing—writing is the most demanding and challenging, especially for kindergartners who are just learning not only the code, but the fine motor skills and letter strokes necessary to put something down on paper. Kindergartners can, however, express themselves in writing by drawing pictures and, as they begin to learn some of the code, copying or writing words, phrases, and sentences. In addition, students can also participate in shared writing exercises modeled and scaffolded by an adult. The focus in shared writing should be on encouraging the students to verbally express themselves coherently and in complete sentences, as the teacher serves as a scribe.

Writing to Reflect Audience, Purpose and Task

- Draw pictures to represent a text that has been heard or read independently.
- Draw pictures to represent a preference or opinion.
- Write narratives and offer an opinion through shared writing exercises.
- With assistance, add details to writing.
- Create a title or caption to accompany a picture and/or shared writing.

IV. Language Conventions

- Form letters, words, phrases and sentences to communicate thoughts and ideas.
- Apply basic spelling conventions.
- Use basic capitalization and punctuation in sentences to convey meaning.

A. Handwriting and Spelling

- Hold a pencil with a pincer grasp and make marks on paper.
- Trace, copy, and print from memory the 26 letters of the alphabet accurately in both their upper-case and lower-case.
- Write own name.
- Write from left to right, leaving spaces between words, and top to bottom using return sweep.
- Begin to write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write bote for boat, sum for some, hunee for honey.
- Write words, phrases, and sentences from dictation, applying phonics knowledge.

B. Parts of Speech and Sentence Structure

- Use and understand question words, i.e., what, where, when, who, how.
- Form regular plural nouns by adding 's' or 'es', i.e., dog, dogs, wish, wishes.
- Demonstrate understanding of frequently occurring prepositions, i.e., to / from, in / out, on / off.
- Produce and expand complete sentences orally and in shared writing exercises.

C. Capitalization and Punctuation

- Capitalize the first word in a sentence, the pronoun I.
- Identify and use end punctuation, including periods, question marks, and exclamation points.

V. Poetry

Teachers: Children should be introduced to a varied selection of poetry with strong rhyme and rhythm. Children should hear these rhymes read aloud, and should say some of them aloud. Some rhymes may also be sung to familiar melodies. The

poems listed here represent some of the most popular and widely anthologized titles; children may certainly be introduced to more Mother Goose rhymes beyond the selection below. Although children are not expected to memorize the following rhymes, they will delight in knowing their favorites by heart, and will experience a sense of achievement and satisfaction in being able to recite some of the rhymes.

A. MOTHER GOOSE AND OTHER TRADITIONAL POEMS

A Diller, A Dollar
Baa, Baa, Black Sheep
Diddle, Diddle, Dumpling
Early to Bed
Georgie Porgie
Hey Diddle Diddle
Hickory, Dickory, Dock
Hot Cross Buns
Humpty Dumpty
It's Raining, It's Pouring
Jack and Jill
Jack Be Nimble
Jack Sprat
Ladybug, Ladybug
Little Bo Peep
Little Boy Blue
Little Jack Horner
Little Miss Muffet
London Bridges Falling Down

Mary, Mary, Quite Contrary
Old King Cole
Old Mother Hubbard
One, Two, Buckle My Shoe
Pat-a-Cake
Rain, Rain, Go Away
Ride a Cock-Horse
Ring Around the Rosey
Rock-a-bye, Baby
Roses Are Red
See-Saw, Margery Daw
Simple Simon
Sing a Song of Sixpence
Star Light, Star Bright
There Was a Little Girl
There Was an Old Woman Who Lived in a Shoe
This Little Pig Went to Market
Three Blind Mice

B. Other Poems, Old and New

April Rain Song (Langston Hughes)
Happy Thought (Robert Louis Stevenson)
I Do Not Mind You, Winter Wind (Jack Prelutsky)
Mary Had a Little Lamb (Sara Josepha Hale)
The More It Snows (A. A. Milne)
My Nose (Dorothy Aldis)
Rain (Robert Louis Stevenson)
Three Little Kittens (Eliza Lee Follen)
Time to Rise (Robert Louis Stevenson)
Tommy (Gwendolyn Brooks)
Twinkle Twinkle Little Star (Jane Taylor)

VI. Fiction

While the following works make up a strong core of literature, the content of language arts includes not only stories, fables, and poems, but also the well-practiced, operational knowledge of how written symbols represent sounds, and how those sounds and symbols convey meaning. Thus, the stories specified below are meant to complement, not to replace, materials designed to help children practice decoding and encoding skills (see above, II. Reading and III. Writing). The following works constitute a core of stories for this grade. In kindergarten, these stories are meant to be read-aloud selections. Expose children to many more stories, including classic picture books and read-aloud books. (In schools, teachers across grade levels should communicate their choices to avoid undue repetition.) Children should also be exposed to nonfiction prose: biographies, books on science and history, books on art and music, etc. And, children should be given opportunities to tell and write their own stories.

A. Stories

The Bremen Town Musicians (Brothers Grimm)
Chicken Little (also known as "Henny-Penny")
Cinderella (Charles Perrault)
Goldilocks and the Three Bears

How Many Spots Does a Leopard Have? (African folktale)
King Midas and the Golden Touch
The Legend of Jumping Mouse (Native American: Northern Plains legend)
The Little Red Hen
Little Red Riding Hood
Momotaro: Peach Boy (Japanese folktale)
Snow White and the Seven Dwarfs
The Three Billy Goats Gruff
The Three Little Pigs
A Tug of War (African folktale)
The Ugly Duckling (Hans Christian Andersen)
The Velveteen Rabbit (Margery Williams)
Selections from Winnie-the-Pooh (A. A. Milne)
The Wolf and the Kids (Brothers Grimm)

B. Aesop's Fables

The Lion and the Mouse
The Grasshopper and the Ants
The Dog and His Shadow
The Hare and the Tortoise

C. American Folk Heroes and Tall Tales

Johnny Appleseed
Casey Jones

D. Literary Terms

As children become familiar with stories, discuss the following: author, illustrator

VII. Sayings and Phrases

Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends. But the sayings have been one of the categories most appreciated by teachers who work with children from home cultures that differ from the standard culture of literate American English.

A Dog is a Man's Best Friend.
April Showers Bring May Flowers.
Better Safe Than Sorry.
Do Unto Others As You Would Have Them Do Unto You.
The Early Bird Gets the Worm.
Great Oaks from Little Acorns Grow.
Look Before You Leap.
A Place for Everything and Everything in its Place.
Practice Makes Perfect.
Raining Cats and Dogs.
Where There's a Will There's a Way

First Grade Language Arts

NOTE: The objectives listed in sections I–IV of Language Arts below are consistent with the Core Knowledge Language Arts program and embed all of the skills and concepts within the Common Core State Standards for English Language Arts.

I. Listening and Speaking

Traditional language arts instruction has typically accorded little, if any, attention to the ongoing development of children’s listening and speaking ability. This failure to focus on the development of oral language in language arts instruction has been a serious oversight. Literacy, the ability to read and write written language, is highly correlated with students’ oral language proficiency, and the ability to understand a text read aloud is a prerequisite for making sense of the same text in printed form. It is therefore essential that children build listening and speaking competency while also developing reading and writing skills.

A. Classroom Discussion

- Participate in age appropriate activities involving listening and speaking.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.
- Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.
- Identify and express physical sensations, mental states, and emotions of self and others.
- Understand and use language to express spatial and temporal relationships (*up, down, first, last, before, after, etc.*).
- Understand and use narrative language to describe people, places, things, locations, events, actions.
- Understand and use common sayings and phrases such as “Hit the nail on the head” and “Let the cat out of the bag” .

B. Presentation Of Ideas And Information

- Follow multi-step, oral directions.
- Give simple directions.
- Provide simple explanations.
- Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.
- Give oral presentations about personal experiences, topics of interest, and/or stories, using appropriate eye contact, volume and clear enunciation.

C. Comprehension And Discussion Of Read-Alouds—All Texts

- Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.
- Distinguish the following genres of literature: fiction, nonfiction and drama.

Grasping Specific Details and Key Ideas

- Describe illustrations.
- Sequence four to six pictures illustrating events in a read-aloud.
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.
- Retell key details.
- Ask questions to clarify information in a read-aloud.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.

Observing Craft and Structure

- Understand and use words and phrases heard in read-alouds.
- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.

Integrating Information and Evaluating Evidence

- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.

- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.
- Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.
- Identify who is telling a story or providing information in a text.

D. Comprehension And Discussion Of Read-Alouds—Fiction, Drama, And Poetry

- Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Compare and contrast characters from different stories.
- Change some story events and provide a different story ending.
- Create and tell an original story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
- Identify sensory language and how it is used to describe people, objects, places and events.

E. Comprehension And Discussion Of Read-Alouds—Nonfiction And Informational Text

Select nonfiction read-aloud topics from the first grade history, science, music, and visual arts topics with emphasis on history and science.

- Generate questions and seek information from multiple sources to answer questions.
- Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.
- With assistance, categorize and organize facts and information within a given topic.
- With assistance, create and interpret timelines and lifelines related to read-alouds.
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.

II Reading

A. Print Awareness

- Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds.
- Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).
- Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).
- Demonstrate correct book orientation by holding book correctly and turning pages.
- Recognize that sentences in print are made up of separate words.
- Understand that words are separated by spaces.
- Distinguish letters, words, sentences, and stories.
- Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.
- Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.
- Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms.
- Say the letters of the alphabet in order, either in song or recitation.

B. Phonemic Awareness

- Demonstrate understanding that words are made up of sequences of sounds.
- Demonstrate understanding that vowel sounds are produced with the mouth open and airflow unobstructed, whereas consonant sounds involve closing parts of the mouth and blocking the air flow.
- Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes).
- In riddle games, supply words that begin with a target phoneme.
- Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of *mat* and /g/ at the end of *bag*.
- Listen to one-syllable words and tell the beginning or ending sounds, e.g., given *dog*, identify initial /d/ or final /g/.

- Recognize the same phoneme in different spoken words, e.g., /b/ in *ball*, *bug*, and *big*.
- Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.
- Orally blend two to three sounds to form a word, e.g., given the sounds /k/... /a/... /t/, blend to make *cat*.
- Segment a spoken word into phonemes, e.g., given *bat*, produce the segments/b//a//t/.
- Given a spoken word, produce another word that rhymes, e.g., given *hit*, supply *bit* or *mitt*.
- Identify the number of syllables in a spoken word.

C. Phonics: Decoding and Encoding

Learning to read requires understanding and mastering the written English code through explicit and systematic phonics instruction. Research suggests that phonics instruction is most effective when specific letter-sound relationships are taught and reinforced by having children both read and write the letter-sound correspondence being studied. Reading and writing—decoding and encoding—are complementary processes that ensure mastery of the written code.

- Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).
- Blend individual phonemes to pronounce printed words.
- Understand that sometimes two or more printed letters stand for a single sound.
- Read one to two syllable words containing any of the grapheme-phoneme correspondences listed below.
- Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est.
- Read, understand, and write contractions, i.e., *isn't*, *I'm*, *can't*, etc.
- Sort and classify words according to the spelling used to represent a specific phoneme.
- Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in *cats* and /z/ as in *dogs*.
- Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat > bat > bad > bid.
- Read at least 30 words generally identified as high frequency words.

CONSONANT SOUNDS AND SPELLINGS TAUGHT IN FIRST GRADE

/b/ spelled 'b' as in *boy*, 'bb' as in *tubby*

/d/ spelled 'd' as in *dog*, 'dd' as in *madder*, 'ed' as in *filled*

/f/ spelled 'f' as in *fun*, 'ff' as in *stuff*

/g/ spelled 'g' as in *get*, 'gg' as in *egg*

/h/ spelled 'h' as in *him*

/j/ spelled 'j' as in *jump*, 'g' as in *gem*, 'ge' as in *fringe*

/k/ spelled 'c' as in *cat*, 'k' as in *kitten*, 'ck' as in *sick*, 'cc' as in *moccasin*

/l/ spelled 'l' as in *lip*, 'll' as in *sell*

/m/ spelled 'm' as in *mad*, 'mm' as in *hammer*

/n/ spelled 'n' as in *net*, 'nn' as in *funny*, 'kn' as in *knock*

/p/ spelled 'p' as in *pet*, 'pp' as in *happy*

/r/ spelled 'r' as in *red*, 'rr' as in *earring*, 'wr' as in *wrist*

/s/ spelled 's' as in *sit*, 'ss' as in *dress*, 'c' as in *cent*, 'ce' as in *prince*, 'se' as in *rinse*

/t/ spelled 't' as in *top*, 'tt' as in *butter*, 'ed' as in *asked*

/v/ spelled 'v' as in *vet*, 've' as in *twelve*

/w/ spelled 'w' as in *wet*, 'wh' as in *when*

/x/ spelled 'x' as in *tax*

/y/ spelled 'y' as in *yes*

/z/ spelled 'z' as in *zip*, 'zz' as in *buzz*, 's' as in *dogs*

/ch/ spelled 'ch' as in *chop*, 'tch' as in *itch*

/sh/ spelled 'sh' as in *ship*

/th/ spelled 'th' as in *thin*

/th/ spelled 'th' as in *then*

/qu/ spelled 'qu' as in *quick*

/ng/ spelled 'ng' as in *sing*, 'n' as in *pink*

VOWEL SOUNDS AND SPELLINGS TAUGHT IN FIRST GRADE

/a/ spelled 'a' as in *cat*

/e/ spelled 'e' as in *get*

/i/ spelled 'i' as in *hit*

/o/ spelled 'o' as in *hot*

/u/ spelled 'u' as in *but*

/ae/ spelled 'a_e' as in *cake*, 'ai' as in *wait*, 'ay' as in *day*, 'a' as in *paper*

/ee/ spelled 'ee' as in *bee*, 'e' as in *me*, 'y' as in *funny*, 'ea' as in *beach*, 'e_e' as in *Pete*, 'ie' as in *cookie*

/ie/ spelled 'i_e' as in *bike*, 'i' as in *biting*, 'y' as in *try*, 'ie' as in *tie*, 'igh' as in *night*

/oe/ spelled 'o_e' as in *note*, 'oa' as in *boat*, 'oe' as in *toe*, 'o' as in *open*, 'ow' as in *snow*

/ue/ spelled 'u_e' as in *cute*

/aw/ spelled 'aw' as in *paw*

/oo/ spelled 'oo' as in *look*,

/oo/ spelled 'oo' as in *soon*

/ou/ spelled 'ou' as in *shout*

/oi/ spelled 'oi' as in *oil*

/er/ spelled 'er' as in *her*

/ar/ spelled 'ar' as in *car*

/or/ spelled 'or' as in *for*

D. ORAL READING AND FLUENCY

- Read decodable stories that incorporate the specific code knowledge that has been taught.
- Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (50 wpm by the end of the year).
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Demonstrate understanding of and use commas and end punctuation while reading orally.
- Read aloud, alone, or with a partner at least 15 minutes each day.

E. READING COMPREHENSION—ALL TEXTS

- Demonstrate understanding of completely decodable text after reading independently.

Grasping Specific Details and Key Ideas

- Sequence four to six pictures illustrating events from a text that has been read independently.
- Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.
- Retell key details from a text that has been read independently.
- Ask questions to clarify information about a text that has been read independently.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.

Observing Craft and Structure

- Identify basic text features and what they mean, including title, table of contents, and chapters.
- Understand and use words and phrases from a text that has been read independently.
- Compare and contrast similarities and differences within a single text or between multiple texts read independently.
- Make personal connections to events or experiences in a text that has been read independently and/or make connections among several texts that have been read independently.

Integrating Information and Evaluating Evidence

- Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.
- Use pictures accompanying the written text to check and support understanding.
- Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering "why" questions that require recognizing cause/effect relationships.
- Identify who is telling a story or providing information in a text.
- Identify temporal words that link and sequence events, i.e., *first*, *next*, *then*, etc.
- Identify words that link ideas, i.e., *for example*, *also*, *in addition*.

F. Reading Comprehension—Fiction, Drama, And Poetry

- Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Compare and contrast characters from different stories.
- Change some story events and provide a different story ending.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
- Identify sensory language and how it is used to describe people, objects, places and events.

G. Reading Comprehension—Nonfiction And Informational Text

Select nonfiction topics from the first grade history, science, music and visual arts topics listed on pages 35–47, with emphasis on history and science.

- With assistance, create and interpret timelines and lifelines related to text read independently.
- Distinguish text that describes events that happened long ago from text that describes contemporary or current events.

III. Writing

Writing to Reflect Audience, Purpose and Task

- Add details to writing.
- Begin to use tools, including technology, to plan, draft, and edit writing.

Conducting Research

- Gather information from experiences or provided text sources.

A. NARRATIVE WRITING

- Write or retell a story that includes characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Write a descriptive paragraph using sensory language.
- Create a title and an ending that are relevant to the narrative.

B. INFORMATIVE/EXPLANATORY WRITING

- Write about a topic, including a beginning and ending sentence, facts and examples relevant to the topic, and specific steps (if writing explanatory text).

C. PERSUASIVE WRITING (OPINION)

- Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion using the linking word *because*.
- Create a title that is relevant to the topic or subject of the text.
- If writing about a specific book or read-aloud, refer to the content of the text.

IV. Language Conventions

- Form letters, words, phrases and sentences to communicate thoughts and ideas.
- Apply basic spelling conventions.
- Use basic capitalization and punctuation in sentences to convey meaning.

A. Handwriting And Spelling

- Print from memory the 26 letters of the alphabet accurately in both their upper-case and lower-case forms.
- Write on primary lined paper from left to right, staying within the lines and leaving spaces between words, and from top to bottom, using return sweep.
- Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write *ate* for *eight*, *boi* for *boy*, *fone* for *phone*.
- Write words, phrases, and sentences from dictation, applying phonics knowledge.
- Identify and use synonyms and antonyms.

B. Parts Of Speech And Sentence Structure

- Recognize, identify and use subject, object, and possessive pronouns, i.e., *I, me, my, they, them*, orally, in written text and in own writing.

- Recognize, identify and use common and proper nouns, orally, in written text, and in own writing.
- Recognize, identify and use regular verbs to convey a sense of past, present, and future tense orally, in written text, and in own writing.
- Recognize, identify, and use adjectives orally, in written text, and in own writing.
- Recognize, identify and use subjects and predicates, orally, in written text, and in own writing.
- Recognize, identify, and use statements, questions, and exclamations orally, in written text, and in own writing.
- Produce and expand complete sentences orally and in shared writing exercises.

C. Capitalization, And Punctuation

- Capitalize the first word in a sentence, the pronoun *I*, and proper nouns (names and places,) months, days of the week.
- Identify and use end punctuation, including periods, question marks, and exclamation points.
- Use commas appropriately in greetings and closings of letters, dates, and items in a series.
- Write a simple friendly letter.
- Use apostrophes to create contractions and indicate possession, i.e., cat's meow.
- Use quotation marks appropriately to designate direct speech.

V. Poetry

Hope (Langston Hughes)

I Know All the Sounds the Animals Make (Jack Prelutsky)

My Shadow (Robert Louis Stevenson)

The Owl and the Pussycat (Edward Lear)

The Pasture (Robert Frost)

The Purple Cow (Gelett Burgess)

Rope Rhyme (Eloise Greenfield)

Sing a Song of People (Lois Lenski)

Solomon Grundy (traditional)

The Swing (Robert Louis Stevenson)

Table Manners [also known as "The Goops"] (Gelett Burgess)

Thanksgiving Day ["Over the river and through the wood"] (Lydia Maria Child)

Washington (Nancy Byrd Turner)

Wynken, Blynken, and Nod (Eugene Field)

VI. Fiction

A. Stories

The Boy at the Dike (folktale from Holland)

The Frog Prince

Hansel and Gretel

selections from *The House at Pooh Corner* (A. A. Milne)

How Anansi Got Stories from the Sky God (folktale from West Africa)

It Could Always Be Worse (Yiddish folktale)

Jack and the Beanstalk

The Knee-High Man (African-American folktale)

Medio Pollito (Hispanic folktale)

The Pied Piper of Hamelin

Pinocchio

The Princess and the Pea

Puss-in-Boots

Rapunzel

Rumpelstiltskin

Sleeping Beauty

The Tale of Peter Rabbit (Beatrix Potter)

Tales of Br'er Rabbit (recommended tales: Br'er Rabbit Gets Br'er Fox's Dinner;

Br'er Rabbit Tricks Br'er Bear; Br'er Rabbit and the Tar Baby)

Why the Owl Has Big Eyes (Native American legend)

B. Aesop's Fables

The Boy Who Cried Wolf

The Dog in the Manger

The Wolf in Sheep's Clothing

The Maid and the Milk Pail

The Fox and the Grapes

The Goose and the Golden Eggs

C. Different Lands, Similar Stories

To give students a sense that people all around the world tell certain stories that, while they differ in details, have much in common, introduce students to similar folktales from different lands, such as the following:

Lon Po Po (China) and Little Red Riding Hood Issun Boshi, or One-Inch Boy (Japan); Tom Thumb (England); Thumbelina (by the Danish writer Hans Christian Andersen); Little Finger of the Watermelon Patch (Vietnam).

Some of the many variations on the Cinderella story (from Europe, Africa, China, Vietnam, Egypt, Korea, etc.)

D. Literary Terms

Characters, heroes, and heroines

Drama

actors and actresses

costumes, scenery and props

theater, stage, audience

VII. Sayings and Phrases

Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends. But the sayings have been one of the categories most appreciated by teachers who work with children from home cultures that differ from the standard culture of literate American English.

a.m. and p.m.

An apple a day keeps the doctor away.

Do unto others as you would have them do unto you. [also in Kindergarten]

Fish out of water

Hit the nail on the head.

If at first you don't succeed, try, try again.

Land of Nod

Let the cat out of the bag.

The more the merrier.

Never leave till tomorrow what you can do today.

Practice makes perfect. [also in Kindergarten]

Sour grapes

There's no place like home.

Wolf in sheep's clothing

Second Grade Language Arts

NOTE: The objectives listed in sections I–IV of Language Arts below are consistent with the Core Knowledge Language Arts program and embed all skills and concepts within the Common Core State Standards for English Language Arts.

I. Listening and Speaking

Traditional language arts instruction has typically accorded little, if any, attention to the ongoing development of children’s listening and speaking ability. This failure to focus on the development of oral language in language arts instruction has been a serious oversight. Literacy, the ability to read and write written language, is highly correlated with students’ oral language proficiency, and the ability to understand a text read aloud is a prerequisite for making sense of the same text in printed form. It is therefore essential that children build listening and speaking competency while also developing reading and writing skills.

Classroom Discussion

- Maintain attention and actively participate in discussions about a variety of topics, ideas, and texts in both small and large group settings.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.
- Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.
- Participate in a conversation or group discussion by making reference to, or building upon, a comment made by another person.
- Identify and express physical sensations, mental states, and emotions of self and others.
- Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).
- Understand and use narrative language to describe people, places, things, locations, events, actions.
- Understand and use common sayings and phrases such as “Don’t judge a book by its cover” and “Better late than never.”

Presentation Of Ideas And Information

- Follow multi-step, oral directions.
- Give simple directions.
- Provide simple explanations.

II. Language Arts

- Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.
- Give oral presentations about personal experiences, topics of interest, stories, and summaries that have been presented orally, visually or through multimedia, using appropriate eye contact, volume and clear enunciation.

Comprehension and Discussion of Read-Alouds—All Texts Teachers:

Written text makes use of richer vocabulary and more complex syntax than conversational language. It is important that young children be exposed not only to the language of everyday conversation but also to the richer and more formal language of books. This can be done through frequent reading aloud. Helping young children develop the ability to listen to and understand written texts read aloud must be an integral part of any initiative designed to build literacy. At the second-grade level, students are becoming increasingly skilled as independent readers. Nevertheless, research indicates that reading comprehension ability does not catch up to listening comprehension until the middle school grades. It is therefore still important to provide second graders with extensive read aloud experiences of both fiction and nonfiction texts.

Following any read-aloud, children should participate in rich, structured conversations with an adult in response to the written text that has been read aloud. In this way, they can begin to orally practice comparing, analyzing, and synthesizing ideas in written text in much the same way as they will be expected to do as independent readers in the later grades.

- Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.
- Distinguish the following genres of literature: fiction, nonfiction and drama. Grasping Specific Details and Key Ideas

- Describe illustrations.
- Sequence four to six pictures illustrating events in a read aloud.
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.
- Retell key details.
- Summarize in one's own words selected parts of a read-aloud.
- Ask questions to clarify information in a read-aloud.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.

Observing Craft and Structure

- Understand and use words and phrases heard in read-alouds.
- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.

Language Arts Integrating Information and Evaluating Evidence

- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.
- Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.
- Identify who is telling a story or providing information in a text.

Comprehension and Discussion of Read-Alouds-Fiction, Drama, And Poetry

- Retell a story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.
- Compare and contrast characters from different stories.
- Describe characters in increasing depth by referring to dialogue and/or their actions in the story.
- Change some story events and provide a different story ending.
- Create and tell an original story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
- Identify repetitions in phrases, refrains, or sounds in poems or songs.
- Identify sensory language and how it is used to describe people, objects, places and events.
- Describe the use of rhyme, rhythm and sensory images used in poetry.

Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text

Select nonfiction read-aloud topics from the second-grade history, science, music, and visual arts topics with emphasis on history and science.

- Generate questions and seek information from multiple sources to answer questions.
- Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.
- With assistance, categorize and organize facts and information within a given topic.
- With assistance, create and interpret timelines and lifelines related to read-alouds.
- Interpret information presented in diagrams, charts, graphs, etc.
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events and writing—decoding and encoding—are complementary processes that ensure mastery of the written code.
- Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).
- Blend individual phonemes to pronounce printed words.

- Understand that sometimes two or more printed letters stand for a single sound.
- Read multi-syllable words containing any of the grapheme-phoneme correspondences listed below.
- Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est.
- Read, understand, and write contractions, i.e., isn't, I'm, can't, etc.
- Sort and classify words according to the spelling used to represent a specific phoneme.
- Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in cats and /z/ as in dogs.
- Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat > bat > bad > bid.
- Read at least 100 words generally identified as high frequency words.

Consonant Sounds and Spellings Taught In Second Grade

/b/ spelled 'b' as in boy, 'bb' as in tubby /d/ spelled 'd' as in dog, 'dd' as in madder, 'ed' as in filled. /f/ spelled 'f' as in fun, 'ff' as in stuff, /g/ spelled 'g' as in get, 'gg' as in egg, /h/ spelled 'h' as in him, /j/ spelled 'j' as in jump, 'g' as in gem, 'ge' as in fringe, /k/ spelled 'c' as in cat, 'k' as in kitten, 'ck' as in sick, 'cc' as in Moccasin, /l/ spelled 'l' as in lip, 'll' as in sell, /m/ spelled 'm' as in mad, 'mm' as in hammer, /n/ spelled 'n' as in net, 'nn' as in funny, 'kn' as in knock, /p/ spelled 'p' as in pet, 'pp' as in happy, /r/ spelled 'r' as in red, 'rr' as in earring, 'wr' as in wrist, /s/ spelled 's' as in sit, 'ss' as in dress, 'c' as in cent, 'ce' as in prince, 'se' as in Rinse, /t/ spelled 't' as in top, 'tt' as in butter, 'ed' as in asked, /v/ spelled 'v' as in vet, 've' as in twelve, /w/ spelled 'w' as in wet, 'wh' as in when, /x/ spelled 'x' as in tax, /y/ spelled 'y' as in yes, /z/ spelled 'z' as in zip, 'zz' as in buzz, 's' as in dogs, /ch/ spelled 'ch' as in chop, 'tch' as in itch, /sh/ spelled 'sh' as in ship, /th/ spelled 'th' as in thin, /th/ spelled 'th' as in then, /qu/ spelled 'qu' as in quick, /ng/ spelled 'ng' as in sing, 'n' as in pink

Vowel Sounds and Spellings Taught In Second Grade

/a/ spelled 'a' as in cat, /e/ spelled 'e' as in get, 'ea' as in head, /i/ spelled 'i' as in hit, 'y' as in myth, /o/ spelled 'o' as in hot, 'a' as in wall, /u/ spelled 'u' as in but, 'o' as in son /ae/ spelled 'a_e' as in cake, 'ai' as in wait, 'ay' as in day, 'a' as in paper, 'ey' as in hey, 'ei' as in weight, 'ea' as in great/ee/ spelled 'ee' as in bee, 'e' as in me, 'y' as in funny, 'ea' as in beach, 'e_e' as in Pete, 'ie' as in cookie, 'i' as in ski, 'ey' as in key, 'y' as in try, 'ie' as in tie, 'igh' as in night, /oe/ spelled 'o_e' as in , note, 'oa' as in boat, 'oe' as in toe, 'o' as in open, 'ow' as in snow/ue/ spelled 'u_e' as in cute, 'u' as in unit, 'ue' as in cue /aw/ spelled 'aw' as in paw, 'au' as in Paul, 'augh' as in caught, 'ough' as in bought /oo/, spelled 'oo' as in look, 'u' as in student, 'ue' as in blue, 'ui' as in fruit, 'ew' as in new, 'u_e' as in tune, /oo/ spelled 'oo' as in soon, /ou/ spelled 'ou' as in shout, 'ow' as in now, /oi/ spelled 'oi' as in oil, 'oy' as in toy, /er/ spelled 'er' as in her, 'ur' as in hurt, 'ir' as in bird, 'ar' as in dollar /ar/ spelled 'ar' as in car, /or/ spelled 'or' as in for, 'ore' as in more, 'our' as in four, 'oor' as in door, Schwa spelled 'a' as in about, /shun/ spelled 'tion' as in mention

Oral Reading and Fluency

- Read decodable stories that incorporate the specific code knowledge that has been taught.
- Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (90 wpm by the end of the year).
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Demonstrate understanding of and use commas and end punctuation while reading orally.
- Read aloud, alone, or with a partner at least 20 minutes each day.

Reading Comprehension—All Texts

At the second-grade level, students should be demonstrating ever-increasing code knowledge and fluency in their independent reading, allowing them to focus more intently on the meaning of what they are reading. This increased focus on reading comprehension is reflected in the number and complexity of the objectives below, as compared to earlier grades. However, it is important to remember that listening comprehension still far exceeds reading comprehension and that children's ability to talk about what they have heard and/or read will exceed their ability to demonstrate that understanding in writing.

- Demonstrate understanding of text—the majority of which is decodable—after independent reading.

Grasping Specific Details and Key Ideas

- Sequence four to six pictures illustrating events from a text that has been read independently.
- Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.
- Retell key details from a text that has been read independently.

- Summarize in one’s own words selected parts of a text.
- Ask questions to clarify information about a text that has been read independently.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.

Observing Craft and Structure

- Identify basic text features and what they mean, including title, table of contents, chapter headings and captions.
- Understand and use words and phrases from a text that has been read independently.
- Compare and contrast similarities and differences within a single text or between multiple texts read independently.
- Make personal connections to events or experiences in a text that has been read independently and/or make connections among several texts that have been read independently.

Integrating Information and Evaluating Evidence

- Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.
- Use pictures accompanying the written text to check and support understanding.
- Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering “why” questions that require recognizing cause/effect relationships.
- Interpret information that is read independently and then ask questions to clarify this information.
- Identify who is telling a story or providing information in a text.
- Identify temporal words that link and sequence events, i.e., first, next, then, etc.
- Identify words that link ideas, i.e., for example, also, in addition.

Reading Comprehension—Fiction, Drama, And Poetry

- Retell a story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.
- Compare and contrast characters from different stories.
- Describe characters in increasing depth by referring to dialogue and/or their actions in the story.
- Change some story events and provide a different story ending.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
- Identify sensory language and how it is used to describe people, objects, places, and events.
- Identify repetitions in phrases, refrains, or sounds in poems or songs.
- Describe the use of rhyme, rhythm and sensory images used in poetry.

Reading Comprehension—Nonfiction and Informational Text

Teachers: Select nonfiction topics from the second-grade history, science, music and visual arts topics listed on pages 61–75 with emphasis on history and science.

- Generate questions and seek information from multiple sources to answer questions.
- Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.
- Interpret information presented in diagrams, charts, graphs, etc.
- With assistance, categorize and organize facts and information for a given topic.
- With assistance, create and interpret timelines and lifelines related to text read independently.
- Distinguish text that describes events that happened long ago from text that describes contemporary or current events.

III. Writing

Students develop ever increasing code knowledge and fluency in reading during second grade and, as a result, most will also become increasingly comfortable and competent in expressing their thoughts and ideas in writing. Teachers should, however, have age appropriate expectations about what second grade student writing should resemble. Students’ spelling skills will often lag behind the code knowledge they demonstrate in reading. It is reasonable to expect that the students will use the letter-sound correspondences they have learned thus far to set down plausible spellings for the sounds in the word. For example, a student who writes doller for dollar, wate for wait or weight has set down a plausible spelling for each sound in the word, using the code knowledge taught in this grade. This is acceptable spelling for this stage of literacy

acquisition. With continued writing practice, students should begin to include more dictionary correct spellings for words that they read and write frequently. Dictionary-correct spelling as the rule will be a realistic goal when students have learned more spellings, had repeated writing practice opportunities and have learned how to use a dictionary to check spelling. At the second-grade level, teachers should model and scaffold use of a writing process, such as “Plan-Draft-Edit,” as students learn to write in various genres. It is important, though, not to dampen student enthusiasm for writing by rigidly insisting that all student writing be edited repeatedly to bring the text to the “publication” stage. A sensible balance that encourages children to use their current skill knowledge when writing, as well as a simple editing rubric for review—without stifling creative expression—is optimal at the second-grade level.

Writing to Reflect Audience, Purpose and Task

- Add details to writing.
- Begin to use tools, including technology, to plan, draft, and edit writing.

Conducting Research

- Gather information from experiences or provided text sources.

Narrative Writing

- Write a familiar story that includes setting(s), character(s), dialogue, and if appropriate, several events, using temporal words and phrases to indicate the chronology of events.
- Write a personal narrative.
- Create a title and an ending that are relevant to the narrative.

Informative/Explanatory Writing

- Write about a topic, including a beginning and ending sentence, facts and examples
- Group similar information into paragraphs.
- Use linking words such as also, another, and, etc. to connect ideas within a paragraph.

Persuasive Writing (Opinion)

- Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion.
- Use words to link opinions with reasons or supporting details, such as because, also, another.
- Create a title that is relevant to the topic or subject of the text.
- If writing about a specific book or read-aloud, refer to the content of the text.

Language Conventions

- Form sentences and paragraphs to communicate thoughts and ideas.
- Apply basic spelling conventions.
- Use basic capitalization and punctuation in sentences to convey meaning.

Spelling

- Write phonemically plausible spellings for words using current code knowledge, e.g., write doller for dollar, wate for wait or weight.
- Write words, phrases, and sentences from dictation, applying phonics knowledge.
- Alphabetize words to the second letter.
- Use a children’s dictionary, with assistance, to check spelling and verify the meaning of words.
- Identify and use synonyms, antonyms, homophones, and compound words.

Parts of Speech and Sentence Structure

- Recognize, identify and use subject, object, and possessive pronouns, i.e., I, me, my, they, them, orally, in written text and in own writing.
- Recognize, identify and use correct noun-pronoun agreement orally, in written text and in own writing.
- Recognize, identify and use common and proper nouns, orally, in written text, and in own writing.
- Recognize, identify, and use the articles a and an appropriately orally, in written text and in own writing.
- Recognize, identify and use selected regular and irregular plural nouns orally, in written text and in own writing.
- Recognize, identify and use selected regular and irregular past, present, and future tense verbs orally, in written text, and in own writing.
- Recognize, identify, and use adjectives orally, in written text, and in own writing.
- Recognize, identify, and use adverbs orally, in written text, and in own writing.
- Recognize, identify and use subjects and predicates, orally, in written text, and in own writing.
- Recognize, identify, and use statements, questions, and exclamations orally, in written text, and in own writing.

- Recognize, identify, and use complete simple and compound sentences.

Capitalization and Punctuation

- Capitalize the first word in a sentence, the pronoun I, and proper nouns (names and places,) months, days of the week, titles of people, and addresses.
- Recognize, identify and use abbreviations with correct punctuation for the months, days of the week, titles of people, and addresses.
- Identify and use end punctuation, including periods, question marks, and exclamation points.
- Use commas appropriately in greetings and closings of letters, dates, items in a series, and addresses.
- Write a simple friendly letter.
- Use apostrophes to create contractions and indicate possession, i.e., cat's meow.
- Use quotation marks appropriately to designate direct speech.

IV. Poetry

Bed in Summer (Robert Louis Stevenson)

Bee! I'm expecting you (Emily Dickinson)

Buffalo Dusk (Carl Sandburg)

Caterpillars (Aileen Fisher)

Discovery (Harry Behn)

Harriet Tubman (Eloise Greenfield)

Hurt No Living Thing (Christina Rossetti)

Lincoln (Nancy Byrd Turner)

The Night Before Christmas (Clement Clarke Moore)

Rudolph Is Tired of the City (Gwendolyn Brooks)

Seashell (Federico Garcia Lorca)

Smart (Shel Silverstein)

Something Told the Wild Geese (Rachel Field)

There Was an Old Man with a Beard (Edward Lear)

Who Has Seen the Wind? (Christina Rossetti)

Windy Nights (Robert Louis Stevenson)

Note: The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose children to more poetry, old and new, and to have children write their own poems. To bring children into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words. See below, Literary Terms—limerick, re Edward Lear.

V. Fiction

The titles listed below are available in a variety of editions, including both adaptations for novice readers and others that lend themselves to reading aloud to children—for example, *Charlotte's Web* or "How the Camel Got His Hump." It is recommended that you provide a mixture of texts. Editions designed for beginning readers can help children practice decoding skills. Read-aloud texts, which the children may not be capable of reading on their own, can be understood when the words are read aloud and talked about with a helpful adult. Such active listening to vocabulary and syntax that go beyond the limits of grade-level readability formulas is an important part of developing an increasingly sophisticated verbal sense. The titles below constitute a core of stories for this grade. Expose children to many more stories, including classic picture books, read-aloud books, etc. (In schools, teachers across grade levels should communicate their choices to avoid undue repetition.) Children should also be exposed to nonfiction prose—biographies, books on science and history, books on art and music—and they should be given opportunities to tell and write their own stories.

Stories

Beauty and the Beast

The Blind Men and the Elephant (a fable from India)

A Christmas Carol (Charles Dickens)

Charlotte's Web (E. B. White)

The Emperor's New Clothes (Hans Christian Andersen)

The Fisherman and His Wife (Brothers Grimm)
How the Camel Got His Hump (a "Just-So" story by Rudyard Kipling)
Iktomi Lost His Eyes
The Magic Paintbrush (a Chinese folktale)
El Pajaro Cu (a Hispanic folktale)
Selections from Peter Pan (James M. Barrie)
Talk (a West African folktale)
The Tiger, the Brahman, and the Jackal (a folktale from India)
The Tongue-Cut Sparrow (a folktale from Japan)

Mythology of Ancient Greece

- Gods of Ancient Greece (and Rome)
 - Zeus (Jupiter)
 - Hera (Juno)
 - Apollo (Apollo)
 - Poseidon (Neptune)
 - Aphrodite (Venus)
- Mount Olympus: home of the gods

American Folk Heroes and Tall Tales

Johnny Appleseed and Casey Jones were introduced in kindergarten.
Paul Bunyan
Johnny Appleseed
John Henry
Pecos Bill
Casey Jones

Literary Terms: myth, tall tale, limerick

VI. Sayings and Phrases

Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends. But the sayings have been one of the categories most appreciated by teachers who work with children from home cultures that differ from the standard culture of literate American English.

Back to the drawing board

Practice what you preach.

Better late than never

The real McCoy

Cold feet

Two heads are better than one.

Don't cry over spilled milk.

Turn over a new leaf

Don't judge a book by its cover.

Where there's a will there's a way.

Easier said than done

You can't teach an old dog new tricks

Eaten out of house and home

Practice what you preach.

Get a taste of your own medicine

Two heads are better than one.

Get up on the wrong side of the bed

Turn over a new leaf

In hot water

Where there's a will there's a way.

Keep your fingers crossed.

You can't teach an old dog new tricks.

Third Grade Language Arts

I. Reading and Writing

Many of the following sub-goals are designed to help children achieve the overall goal for reading in third grade: to be able to read (both aloud and silently), with fluency, accuracy, and comprehension any story or other text appropriately written for third grade. Such texts include Beverly Cleary's Ramona books, Laura Ingalls Wilder's Little House in the Big Woods, and third-grade-level volumes in such nonfiction series as Let's Read and Find Out and New True Books. In third grade, children should be competent decoders of most one- and two-syllable words, and they should become increasingly able to use their knowledge of phonemes, syllable boundaries, and prefixes and suffixes to decode multisyllable words. Systematic attention to decoding skills should be provided as needed for children who have not achieved the goals specified for grades 1 and 2.

Reading Comprehension and Response

- Independently read and comprehend longer works of fiction ("chapter books") and nonfiction appropriately written for third grade or beyond.
- Point to specific words or passages that are causing difficulties in comprehension.
- Orally summarize main points from fiction and nonfiction readings.
- Ask and pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.
- Use a dictionary to answer questions regarding meaning and usage of words with which he or she is unfamiliar.
- Know how to use a table of contents and index to locate information.

Writing

Children should be given many opportunities for writing, both imaginative and expository, with teacher guidance that strikes a balance between encouraging creativity and requiring correct use of conventions. The following guidelines build on the second-grade guidelines: please refer to them and provide review and reinforcement as necessary to ensure mastery.

Language Arts

- Produce a variety of types of writing—such as stories, reports, poems, letters, descriptions—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
- Know how to gather information from basic print sources (such as a children's encyclopedia), and write a short report presenting the information in his or her own words.
- Know how to use established conventions when writing a friendly letter: heading, salutation (greeting), closing, signature.
- Produce written work with a beginning, middle, and end.
- Organize material in paragraphs and understand how to use a topic sentence, how to develop a paragraph with examples and details that each new paragraph is indented
- In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.

Spelling, Grammar, And Usage

- Spell most words correctly or with a highly probable spelling, and use a dictionary to check and correct spellings about which he or she is uncertain.
- Use capital letters correctly.
- Understand what a complete sentence is, and identify subject and predicate in single-clause sentences distinguish complete sentences from fragments
- Identify and use different sentence types: declarative (makes a statement), interrogative (asks a question) imperative (gives a command), exclamatory (for example, "What a hit!")
- Know the following parts of speech and how they are used: nouns (for concrete nouns), pronouns (singular and plural), verbs: action verbs and auxiliary (helping) verbs, adjectives (including articles: a before a consonant, an before a vowel, and the), adverbs
- Know how to use the following punctuation: end punctuation: period, question mark, or exclamation point comma: between day and year when writing a date; between city and state in an address; in a series; after yes and no apostrophe: in contractions; in singular and plural possessive nouns
- Recognize and avoid the double negative.

Vocabulary

- Know what prefixes and suffixes are and how the following affect word meaning

Prefixes: re meaning “again” (as in reuse, refill); un meaning “not” (as in unfriendly, unpleasant); dis meaning “not” (as in dishonest, disobey); un meaning “opposite of” or “reversing an action” (as in untie, unlock); dis meaning “opposite of” or “reversing an action” (as in disappear, dismount)

Suffixes: er and or (as in singer, painter, actor) less (as in careless, hopeless) ly (as in quickly, calmly)

Note: review and reinforce from grade 2: singular and plural nouns; making words plural with /s/ or /es/; irregular plurals; correct usage of irregular verbs (be, have, do, go, come, etc.); regular past tense with -ed and past tense of irregular verbs.

Note: Children should know that a possessive noun shows ownership.

Note: Teach only words that can be clearly analyzed into prefix and base word; for example, do not teach “discover” or “display” as prefixed words.

Note: Review from grade 2: capital letters for the first word of a sentence; proper nouns; the pronoun “I”; holidays and months and days of the week; names of countries, cities, states; main words in titles; initials.

- Know what homophones are (for example, by, buy; hole, whole) and correct usage of homophones that commonly cause problems: their, there, they’re, your, you’re, its, it’s, here, hear, to, too, two

- Recognize common abbreviations (for example, St., Rd., Mr., Mrs., Ms., Dr., U.S.A., ft., in., lb.).

Note: Review synonyms and antonyms.

II. POETRY

The poems listed here constitute a selected core of poetry for this grade. you are encouraged to expose children to more poetry, old and new, and to have children write their own poems. To bring children into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words. At this grade, poetry should be a source of delight; technical analysis should be delayed until later grades.

Adventures of Isabel (Ogden Nash)

The Bee (Isaac Watts; see also below, “The Crocodile”)

By Myself (Eloise Greenfield)

Catch a Little Rhyme (Eve Merriam)

The Crocodile (Lewis Carroll)

Dream Variations (Langston Hughes)

Eletelephony (Laura Richards)

Father William (Lewis Carroll)

First Thanksgiving of All (Nancy Byrd Turner)

For want of a nail, the shoe was lost . . . (traditional)

Jimmy Jet and His TV Set (Shel Silverstein)

Knoxville, Tennessee (Nikki Giovanni)

Trees (Sergeant Joyce Kilmer)

III. Fiction

The titles here constitute a selected core of stories for this grade. Expose children to many more stories, and encourage children to write their own stories. Children should also be exposed to nonfiction prose: biographies, books about science and history, books on art and music, etc. Also, engage children in dramatic activities, possibly with one of the stories below in the form of a play. Some of the following works, such as Alice in Wonderland and The Wind in the Willows, lend themselves to reading aloud to children.

STORIES

Alice in Wonderland (Lewis Carroll)

From The Arabian Nights:

Aladdin and the Wonderful Lamp

Ali Baba and the Forty Thieves

The Hunting of the Great Bear (an Iroquois legend about the origin of the Big Dipper)

The Husband Who Was to Mind the House (a Norse/English folktale, also known as “Gone is Gone”)

The Little Match Girl (Hans Christian Andersen)

The People Could Fly (an African American folktale)

Three Words of Wisdom (a folktale from Mexico)

William Tell selections from The Wind in the Willows:

“The River Bank” and

“The Open Road” (Kenneth Grahame)

Myths And Mythical Characters

• Norse Mythology

Asgard (home of the gods)

Valhalla

Hel (underworld)

Odin

Thor trolls

Norse gods and English names for days of the week: Tyr, Odin [Wodin], Thor, Frigg [Freya]

• Myths and Legends of Ancient Greece and Rome

Jason and the Golden Fleece

Perseus and Medusa

Cupid and Psyche

The Sword of Damocles

Damon and Pythias

Androcles and the Lion

Horatius at the Bridge

Literary Terms biography and autobiography, fiction and nonfiction

IV. Sayings and Phrases

Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends. But the sayings have been one of the categories most appreciated by teachers who work with children from home cultures that differ from the standard culture of literate American English.

Actions speak louder than words.

His bark is worse than his bite.

Beat around the bush

Beggars can't be choosers.

Clean bill of health

Cold shoulder

A feather in your cap

Last straw

Let bygones be bygones.

One rotten apple spoils the whole barrel.

On its last legs

Rule the roost

The show must go on.

Touch and go

When in Rome do as the Romans do.

Rome wasn't built in a day.

Fourth Grade Language Arts

I. Writing, Grammar, and Usage

Children should be given many opportunities for writing, both imaginative and expository, but place a stronger emphasis than in previous grades on expository writing, including, for example, summaries, book reports, and descriptive essays. Provide guidance that strikes a balance between encouraging creativity and requiring correct use of conventions. Children should be given more responsibility for (and guidance in) editing for organization and development of ideas, and proofreading to correct errors in spelling, usage, and mechanics. In fourth grade, children should be able to spell most words or provide a highly probable spelling, and know how to use a dictionary to check and correct words that present difficulty. They should receive regular practice in vocabulary enrichment.

Writing and Research

- Produce a variety of types of writing—including stories, reports, summaries, descriptions, poems, letters—with a coherent structure or story line.
- Know how to gather information from different sources (such as an encyclopedia, magazines, interviews, observations, atlas, on-line), and write short reports presenting the information in his or her own words, with attention to the following: understanding the purpose and audience of the writing, defining a main idea and sticking to it, providing an introduction and conclusion, organizing material in coherent paragraphs, documenting sources in a rudimentary bibliography
- Organize material in paragraphs and understand how to use a topic sentence, how to develop a paragraph with examples and details that each new paragraph is indented

Note: Introduce fourth graders to the purpose of a bibliography, and have them prepare one that identifies basic publication information about the sources used, such as author, title, and date of publication.

Grammar and Usage

- Understand what a complete sentence is, and identify subject and predicate in single-clause sentences distinguish complete sentences from fragments identify and correct run-on sentences
- Identify subject and verb in a sentence and understand that they must agree.
- Identify and use different sentence types: declarative, interrogative, imperative, exclamatory.
- Know the following parts of speech and how they are used: nouns, pronouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions (and, but, or), interjections.
- Know how to use the following punctuation: end punctuation: period, question mark, or exclamation point comma: between day and year when writing a date, between city and state in an address, in a series, after yes and no, before conjunctions that combine sentences, inside quotation marks in dialogue apostrophe: in contractions, in singular and plural possessive nouns, quotation marks: in dialogue, for titles of poems, songs, short stories, magazine articles
- Understand what synonyms and antonyms are, and provide synonyms or antonyms for given words.
- Use underlining or italics for titles of books.
- Know how the following prefixes and suffixes affect word meaning: Prefixes: im, in (as in impossible, incorrect), non (as in nonfiction, nonviolent), mis (as in misbehave, misspell) en (as in enable, endanger) Pre (as in prehistoric, pregame), Suffixes: ily, y (as in easily, speedily, tricky), ful (as in thoughtful, wonderful), able, ible, (as in washable, flexible), ment, (as in agreement, amazement)
- Review correct usage of problematic homophones: their, there, they're, your, you're, its, it's, here, hear, to, too, two

II. Poetry

The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose children to more poetry, old and new, and to have children write their own poems. To bring children into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words. At this grade, poetry should be a source of delight; technical analysis should be delayed until later grades.

Poems

Poetry Terms: Stanza and Line

Afternoon on A Hill (Edna St. Vincent Millay)

Clarence (Shel Silverstein)

Clouds (Christina Rossetti)

Concord Hymn (Ralph Waldo Emerson)

Dreams (Langston Hughes)

The Drum (Nikki Giovanni)

Fog (Carl Sandburg)
George Washington (Rosemary and Stephen Vincent Benet)
Humanity (Elma Stuckey)
Life Doesn't Frighten Me (Maya Angelou)
Monday's Child Is Fair of Face (Traditional)
Paul Revere's Ride (Henry Wadsworth Longfellow)
The Pobble Who Has No Toes (Edward Lear)
The Rhinoceros (Ogden Nash)
Things (Eloise Greenfield)
A Tragic Story (William Makepeace Thackeray)

III. Fiction

In fourth grade, children should be fluent, competent readers of appropriate materials. decoding skills should be automatic, allowing the children to focus on meaning. regular practice in reading aloud and independent silent reading should continue. Children should read outside of school at least 20 minutes daily. The titles below constitute a selected core of stories for this grade. Teachers and parents are encouraged to expose children to many more stories, and to encourage children to write their own stories. Children should also be exposed to nonfiction prose: biographies, books about science and history, books on art and music, etc. Also, engage children in dramatic activities, possibly with one of the stories below in the form of a play. Some of the stories below—such as Gulliver's Travels, Robinson Crusoe, and the stories by Washington Irving—are available in editions adapted for young readers.

Stories

The Fire on the Mountain (an Ethiopian folktale)
from Gulliver's Travels: Gulliver in Lilliput and Brobdingnag (Jonathan Swift)
The Legend of Sleepy Hollow and Rip Van Winkle (Washington Irving)
The Magic Brocade (a Chinese folktale)
Pollyanna (Eleanor Porter)
Robinson Crusoe (Daniel Defoe)
Robin Hood
St. George and the Dragon
Treasure Island (Robert Louis Stevenson)
Bud, Not Buddy (Christopher Paul Curtis)
Dear America, A Time for Courage (Kathryn Lasky)
A Single Shard (Linda Sue Park)

Myths and Mythical Characters

Legends of King Arthur and the Knights of the Round Table
How Arthur Became King
The Sword in the Stone
The Sword Excalibur
Guinevere
Merlin and the Lady of the Lake
Sir Lancelot

Literary Terms

novel
plot
setting

IV. Speeches

Famous passages from the following speeches should be taught in connection with topics in American history 4. Patrick Henry: "Give me liberty or give me death" Sojourner Truth: "Ain't I a woman?"

V. Sayings and Phrases

Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends. But the sayings have been one of the categories most appreciated by teachers who work with children from home cultures that differ from the standard culture of literate American English.

An ounce of prevention is worth a pound of cure.

As the crow flies

Beauty is only skin deep.

The bigger they are, the harder they fall.

Birds of a feather flock together.

Blow hot and cold

Break the ice

Bull in a china shop

Bury the hatchet

Can't hold a candle to

Don't count your chickens before they hatch.

Don't put all your eggs in one basket.

Etc.

Go to pot

Half a loaf is better than none.

Haste makes waste.

Laugh and the world laughs with you.

Lightning never strikes twice in the same place.

Live and let live.

Make ends meet.

Make hay while the sun shines.

Money burning a hole in your pocket

Once in a blue moon

One picture is worth a thousand words.

On the warpath

RSVP

Run-of-the-mill

Seeing is believing.

Shipshape

Through thick and thin

Timbuktu

Two wrongs don't make a right.

When it rains, it pours.

You can lead a horse to water, but you can't make it drink.