



Kindergarten – Fourth Grade

KINDERGARTEN

I. Listening and Speaking

a. Classroom Discussion

- i. Participate in age-appropriate activities involving listening and speaking.
- ii. Speak clearly with volume appropriate to the setting.
- iii. 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.
- iv. Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
- v. 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.
- vi. Identify and express physical sensations, mental states, and emotions of self and others.
- vii. Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).
- viii. Understand and use narrative language to describe people, places, things, locations, events, actions.
- ix. Understand and use common sayings and phrases such as “Better safe than sorry” and “Look before you leap” .

b. Presentation Of Ideas and Information

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

c. Comprehension And Discussion of Read-Alouds—All Texts

- i. Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.
 1. Grasp Specific Details and Key Ideas
 2. Describe illustrations.
 3. Sequence four to six pictures illustrating events in a read-aloud.
 4. Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.
 5. Retell key details.
 6. Ask questions to clarify information in a read-aloud.
 7. Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts in a read-aloud.
 8. Observing Craft and Structure
 9. Understand and use words and phrases heard in read-alouds.
 10. Compare similarities and differences within a single read-aloud or between two or more read-alouds.
 11. Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.
- ii. Language Arts Integrating Information and Evaluating Evidence
 1. 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.
 2. Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.

3. 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.
 4. 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.
 5. Identify who is telling a story or providing information in a text.
- d. Comprehension and Discussion of Read-Alouds—Fiction, Drama, And Poetry
- i. 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.
 - ii. Change some story events and provide a different story ending.
 - iii. 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.
 - iv. Distinguish fantasy from realistic text in a story.
 - v. 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
- i. Retell important facts and information from a nonfiction read-aloud.
 - ii. With assistance, categorize and organize facts and information within a given topic.
 - iii. With assistance, create and interpret timelines and lifelines related to read-alouds.
 - iv. Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.

II. Reading

a. Print Awareness

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

b. Phonological and Phonemic Awareness

- i. Orally segment sentences into discrete words.
- ii. Demonstrate understanding that words are made up of sequences of sounds.
- iii. 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.

- iv. Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes).
 - v. In riddle games, supply words that begin with a target phoneme.
 - vi. 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.
 - vii. Listen to one-syllable words and tell the beginning or ending sounds, e.g., given dog, identify initial /d/ or final /g/.
 - viii. Recognize the same phoneme in different spoken words, e.g., /b/ in ball, bug, and big.
 - ix. Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.
 - x. Orally blend two to three sounds to form a word, e.g., given the sounds /k/.../a/... /t/, blend to make cat.
 - xi. Segment a spoken word into phonemes, e.g., given bat, produce the segments/b//a//t/.
 - xii. Given a spoken word, produce another word that rhymes, e.g., given hit, supply bit or mitt.
 - xiii. Identify the number of syllables in a spoken word.
- c. Phonics: Decoding and Encoding
- i. Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).
 - ii. Blend individual phonemes to pronounce printed words.
 - iii. Understand that sometimes two or more printed letters stand for a single sound.
 - iv. Read and write any CVC word, e.g., sit or cat
 - v. 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.
 - vi. Read and write words containing separated vowel graphemes, such as, late, bite, note, cute.
 - vii. Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in Cats and /z/ as in dogs.
 - viii. 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.
 - ix. Read at least 15 words generally identified as very high frequency words.
 - x. Consonant Sounds and Spellings Taught in Kindergarten
 - 1. /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
 - xi. Vowel Sounds and Spellings Taught in Kindergarten
 - 1. /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 in car /or/ spelled 'or' as in for

- d. Oral Reading and Fluency
 - i. Read decodable stories that incorporate the specific code knowledge that has been taught.
 - ii. Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding.
 - iii. Demonstrate understanding of and use commas and end punctuation while reading orally.
 - iv. Read aloud, alone, or with a partner at least 15 minutes each day.
- e. Reading Comprehension—All Texts
 - i. Demonstrate understanding of simple decodable text after reading independently.
 - ii. Grasping Specific Details and Key Ideas
 - 1. 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.
 - 2. 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.
 - 3. Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.
 - iii. Observing Craft and Structure
 - 1. Understand and use words and phrases from a text that has been read independently.
 - iv. Integrating Information and Evaluating Evidence
 - 1. Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.
 - 2. Use pictures accompanying the written text to check and support understanding.
 - 3. 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.
 - 4. Identify who is telling a story or providing information in a text.

III. Writing

- a. Writing to Reflect Audience, Purpose and Task
 - i. Draw pictures to represent a text that has been heard or read independently.
 - ii. Draw pictures to represent a preference or opinion.
 - iii. Write narratives and offer an opinion through shared writing exercises.
 - iv. With assistance, add details to writing.
 - v. Create a title or caption to accompany a picture and/or shared writing.

IV. Language Conventions

- a. Form letters, words, phrases and sentences to communicate thoughts and ideas.
- b. Apply basic spelling conventions.
- c. Use basic capitalization and punctuation in sentences to convey meaning.
- d. Handwriting and Spelling
 - i. Hold a pencil with a pincer grasp and make marks on paper.
 - ii. Trace, copy, and print from memory the 26 letters of the alphabet accurately in both their upper-case and lower-case.
 - iii. Write own name.
 - iv. Write from left to right, leaving spaces between words, and top to bottom using return sweep.

- v. 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.
- vi. Write words, phrases, and sentences from dictation, applying phonics knowledge.
- e. Parts of Speech and Sentence Structure
 - i. Use and understand question words, i.e., what, where, when, who, how.
 - ii. Form regular plural nouns by adding 's' or 'es', i.e., dog, dogs, wish, wishes.
 - iii. Demonstrate understanding of frequently occurring prepositions, i.e., to / from, in / out, on / off.
 - iv. Produce and expand complete sentences orally and in shared writing exercises.
- f. Capitalization and Punctuation
 - i. Capitalize the first word in a sentence, the pronoun I.
 - ii. Identify and use end punctuation, including periods, question marks, and exclamation points.

V. Poetry

a. Mother Goose and Other Traditional Poems

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| i. A Diller, A Dollar | xxi. Old King Cole |
| ii. Baa, Baa, Black Sheep | xxii. Old Mother Hubbard |
| iii. Diddle, Diddle, Dumpling | xxiii. One, Two, Buckle My Shoe |
| iv. Early to Bed | |
| v. Georgie Porgie | xxiv. Pat-a-Cake |
| vi. Hey Diddle Diddle | xxv. Rain, Rain, Go Away |
| vii. Hickory, Dickory, Dock | xxvi. Ride a Cock-Horse |
| viii. Hot Cross Buns | xxvii. Ring Around the Rosey |
| ix. Humpty Dumpty | xxviii. Rock-a-bye, Baby |
| x. It's Raining, It's Pouring | xxix. Roses Are Red |
| xi. Jack and Jill | xxx. See-Saw, Margery Daw |
| xii. Jack Be Nimble | xxxi. Simple Simon |
| xiii. Jack Sprat | xxxii. Sing a Song of Sixpence |
| xiv. Ladybug, Ladybug | xxxiii. Star Light, Star Bright |
| xv. Little Bo Peep | xxxiv. There Was a Little Girl |
| xvi. Little Boy Blue | xxxv. There Was an Old Woman Who Lived in a Shoe |
| xvii. Little Jack Horner | |
| xviii. Little Miss Muffet | |
| xix. London Bridges Falling Down | xxxvi. This Little Pig Went to Market |
| xx. Mary, Mary, Quite Contrary | xxxvii. Three Blind Mice |

b. Other Poems, Old and New

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

VI. Fiction

- a. Stories
 - i. The Bremen Town Musicians (Brothers Grimm)
 - ii. Chicken Little (also known as "Henny-Penny")
 - iii. Cinderella (Charles Perrault)
 - iv. Goldilocks and the Three Bears
 - v. How Many Spots Does a Leopard Have? (African folktale)
 - vi. King Midas and the Golden Touch
 - vii. The Legend of Jumping Mouse (Native American: Northern Plains legend)
 - viii. The Little Red Hen
 - ix. Little Red Riding Hood
 - x. Momotaro: Peach Boy (Japanese folktale)
 - xi. Snow White and the Seven Dwarfs
 - xii. The Three Billy Goats Gruff
 - xiii. The Three Little Pigs
 - xiv. A Tug of War (African folktale)
 - xv. The Ugly Duckling (Hans Christian Andersen)
 - xvi. The Velveteen Rabbit (Margery Williams)
 - xvii. Selections from Winnie-the-Pooh (A. A. Milne)
 - xviii. The Wolf and the Kids (Brothers Grimm)
- b. Aesop's Fables
 - i. The Lion and the Mouse
 - ii. The Grasshopper and the Ants
 - iii. The Dog and His Shadow
 - iv. The Hare and the Tortoise
- c. American Folk Heroes and Tall Tales
 - i. Johnny Appleseed
 - ii. Casey Jones
- d. Literary Terms
 - i. As children become familiar with stories, discuss the following: author, illustrator

VII. **Sayings and Phrases**

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

FIRST GRADE

I. Listening and Speaking

- a. Classroom Discussion
 - i. Participate in age-appropriate activities involving listening and speaking.
 - ii. Speak clearly with volume appropriate to the setting.
 - iii. 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.
 - iv. Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
 - v. 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.
 - vi. Identify and express physical sensations, mental states, and emotions of self and others.
 - vii. Understand and use language to express spatial and temporal relationships (*up, down, first, last, before, after, etc.*).
 - viii. Understand and use narrative language to describe people, places, things, locations, events, actions.
 - ix. 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
 - i. Follow multi-step, oral directions.
 - ii. Give simple directions.
 - iii. Provide simple explanations.
 - iv. Recite a nursery rhyme, poem, or song independently, using appropriate eye contact, volume and clear enunciation.
 - v. 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
 - i. Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.
 - ii. Distinguish the following genres of literature: fiction, nonfiction and drama.
 - iii. Grasping Specific Details and Key Ideas
 1. Describe illustrations.
 2. Sequence four to six pictures illustrating events in a read-aloud.
 3. Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.
 4. Retell key details.
 5. Ask questions to clarify information in a read-aloud.
 6. Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.
 - iv. Observing Craft and Structure
 1. Understand and use words and phrases heard in read-alouds.
 2. Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
 3. Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.
 - v. Integrating Information and Evaluating Evidence
 1. 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.

2. Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.
 3. 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.
 4. 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.
 5. Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.
 6. Identify who is telling a story or providing information in a text.
- d. Comprehension and Discussion of Read-Alouds—Fiction, Drama, And Poetry
 - i. 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.
 - ii. Compare and contrast characters from different stories.
 - iii. Change some story events and provide a different story ending.
 - iv. 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.
 - v. Distinguish fantasy from realistic text in a story.
 - vi. Identify the moral or lesson of a fable, folktale, or myth.
 - vii. 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.
 - viii. 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
 - i. Generate questions and seek information from multiple sources to answer questions.
 - ii. Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.
 - iii. With assistance, categorize and organize facts and information within a given topic.
 - iv. With assistance, create and interpret timelines and lifelines related to read-alouds.
 - v. Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.

II. Reading

- a. Print Awareness
 - i. Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds.
 - ii. Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).
 - iii. Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).
 - iv. Demonstrate correct book orientation by holding book correctly and turning pages.
 - v. Recognize that sentences in print are made up of separate words.
 - vi. Understand that words are separated by spaces.
 - vii. Distinguish letters, words, sentences, and stories.
 - viii. Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.

- ix. Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.
 - x. Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms.
 - xi. Say the letters of the alphabet in order, either in song or recitation.
- b. Phonemic Awareness
- i. Demonstrate understanding that words are made up of sequences of sounds.
 - ii. 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.
 - iii. Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes).
 - iv. In riddle games, supply words that begin with a target phoneme.
 - v. 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*.
 - vi. Listen to one-syllable words and tell the beginning or ending sounds, e.g., given *dog*, identify initial /d/ or final /g/.
 - vii. Recognize the same phoneme in different spoken words, e.g., /b/ in *ball*, *bug*, and *big*.
 - viii. Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.
 - ix. Orally blend two to three sounds to form a word, e.g., given the sounds /k/... /a/.../t/,
 - x. blend to make *cat*.
 - xi. Segment a spoken word into phonemes, e.g., given *bat*, produce the segments/b//a//t/.
 - xii. Given a spoken word, produce another word that rhymes, e.g., given *hit*, supply *bit* or *mitt*.
 - xiii. Identify the number of syllables in a spoken word.
- c. Phonics: Decoding and Encoding
- i. Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).
 - ii. Blend individual phonemes to pronounce printed words.
 - iii. Understand that sometimes two or more printed letters stand for a single sound.
 - iv. Read one to two syllable words containing any of the grapheme-phoneme correspondences listed below.
 - v. Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est.
 - vi. Read, understand, and write contractions, i.e., *isn't*, *I'm*, *can't*, etc.
 - vii. Sort and classify words according to the spelling used to represent a specific phoneme.
 - viii. Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in *cats* and /z/ as in *dogs*.
 - ix. 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.
 - x. Read at least 30 words generally identified as high frequency words.
 - xi. Consonant sounds and spellings taught in first grade
 - 1. /b/ spelled 'b' as in *boy*, 'bb' as in *tubby*
 - 2. /d/ spelled 'd' as in *dog*, 'dd' as in *madder*, 'ed' as in *filled*
 - 3. /f/ spelled 'f' as in *fun*, 'ff' as in *stuff*
 - 4. /g/ spelled 'g' as in *get*, 'gg' as in *egg*
 - 5. /h/ spelled 'h' as in *him*
 - 6. /j/ spelled 'j' as in *jump*, 'g' as in *gem*, 'ge' as in *fringe*

7. /k/ spelled 'c' as in *cat*, 'k' as in *kitten*, 'ck' as in *sick*, 'cc' as in *moccasin*
 8. /l/ spelled 'l' as in *lip*, 'll' as in *sell*
 9. /m/ spelled 'm' as in *mad*, 'mm' as in *hammer*
 10. /n/ spelled 'n' as in *net*, 'nn' as in *funny*, 'kn' as in *knock*
 11. /p/ spelled 'p' as in *pet*, 'pp' as in *happy*
 12. /r/ spelled 'r' as in *red*, 'rr' as in *earring*, 'wr' as in *wrist*
 13. /s/ spelled 's' as in *sit*, 'ss' as in *dress*, 'c' as in *cent*, 'ce' as in *prince*, 'se' as in *rinse*
 14. /t/ spelled 't' as in *top*, 'tt' as in *butter*, 'ed' as in *asked*
 15. /v/ spelled 'v' as in *vet*, 've' as in *twelve*
 16. /w/ spelled 'w' as in *wet*, 'wh' as in *when*
 17. /x/ spelled 'x' as in *tax*
 18. /y/ spelled 'y' as in *yes*
 19. /z/ spelled 'z' as in *zip*, 'zz' as in *buzz*, 's' as in *dogs*
 20. /ch/ spelled 'ch' as in *chop*, 'tch' as in *itch*
 21. /sh/ spelled 'sh' as in *ship*
 22. /th/ spelled 'th' as in *thin*
 23. /th/ spelled 'th' as in *then*
 24. /qu/ spelled 'qu' as in *quick*
 25. /ng/ spelled 'ng' as in *sing*, 'n' as in *pink*
- xii. Vowel Sounds and Spellings Taught in First Grade
1. /a/ spelled 'a' as in *cat*
 2. /e/ spelled 'e' as in *get*
 3. /i/ spelled 'i' as in *hit*
 4. /o/ spelled 'o' as in *hot*
 5. /u/ spelled 'u' as in *but*
 6. /ae/ spelled 'a_e' as in *cake*, 'ai' as in *wait*, 'ay' as in *day*, 'a' as in *paper*
 7. /ee/ spelled 'ee' as in *bee*, 'e' as in *me*, 'y' as in *funny*, 'ea' as in *beach*, 'e_e' as in *Pete*,
 8. 'ie' as in *cookie*
 9. /ie/ spelled 'i_e' as in *bike*, 'i' as in *biting*, 'y' as in *try*, 'ie' as in *tie*, 'igh' as in *night*
 10. /oe/ spelled 'o_e' as in *note*, 'oa' as in *boat*, 'oe' as in *toe*, 'o' as in *open*, 'ow' as in *snow*
 11. /ue/ spelled 'u_e' as in *cute*
 12. /aw/ spelled 'aw' as in *paw*
 13. /oo/ spelled 'oo' as in *look*,
 14. /oo/ spelled 'oo' as in *soon*
 15. /ou/ spelled 'ou' as in *shout*
 16. /oi/ spelled 'oi' as in *oil*
 17. /er/ spelled 'er' as in *her*
 18. /ar/ spelled 'ar' as in *car*
 19. /or/ spelled 'or' as in *for*
- d. Oral Reading and Fluency
- i. Read decodable stories that incorporate the specific code knowledge that has been taught.
 - ii. Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (50 wpm by the end of the year).
 - iii. Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
 - iv. Demonstrate understanding of and use commas and end punctuation while reading orally.
 - v. Read aloud, alone, or with a partner at least 15 minutes each day.

- e. Reading Comprehension—All Texts
 - i. Demonstrate understanding of completely decodable text after reading independently.
 - ii. Grasping Specific Details and Key Ideas
 - 1. Sequence four to six pictures illustrating events from a text that has been read independently.
 - 2. 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.
 - 3. Retell key details from a text that has been read independently.
 - 4. Ask questions to clarify information about a text that has been read independently.
 - 5. Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.
 - iii. Observing Craft and Structure
 - 1. Identify basic text features and what they mean, including title, table of contents, and chapters.
 - 2. Understand and use words and phrases from a text that has been read independently.
 - 3. Compare and contrast similarities and differences within a single text or between multiple texts read independently.
 - 4. 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.
 - iv. Integrating Information and Evaluating Evidence
 - 1. Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.
 - 2. Use pictures accompanying the written text to check and support understanding.
 - 3. 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.
 - 4. 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.
 - 5. Identify who is telling a story or providing information in a text.
 - 6. Identify temporal words that link and sequence events, i.e., *first, next, then, etc.*
 - 7. Identify words that link ideas, i.e., *for example, also, in addition.*
- f. Reading Comprehension—Fiction, Drama, And Poetry
 - i. 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.
 - ii. Compare and contrast characters from different stories.
 - iii. Change some story events and provide a different story ending.
 - iv. Distinguish fantasy from realistic text in a story.
 - v. Identify the moral or lesson of a fable, folktale, or myth.
 - vi. 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.
 - vii. Identify sensory language and how it is used to describe people, objects, places and events.

- g. Reading Comprehension—Nonfiction and Informational Text
 - i. With assistance, create and interpret timelines and lifelines related to text read
 - ii. independently.
 - iii. Distinguish text that describes events that happened long ago from text that describes
 - iv. contemporary or current events.

III. **Writing**

- a. Writing to Reflect Audience, Purpose and Task
 - i. Add details to writing.
 - ii. Begin to use tools, including technology, to plan, draft, and edit writing.
- b. Conducting Research
 - i. Gather information from experiences or provided text sources.
- c. Narrative Writing
 - i. 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.
 - ii. Write a descriptive paragraph using sensory language.
 - iii. Create a title and an ending that are relevant to the narrative.
- d. Informative/Explanatory Writing
 - i. Write about a topic, including a beginning and ending sentence, facts and examples relevant to the topic, and specific steps (if writing explanatory text).
- e. Persuasive Writing (Opinion)
 - i. Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion using the linking word *because*.
 - ii. Create a title that is relevant to the topic or subject of the text.
 - iii. If writing about a specific book or read-aloud, refer to the content of the text.
- f. Language Conventions
 - i. Form letters, words, phrases and sentences to communicate thoughts and ideas.
- g. Capitalization, And Punctuation
 - i. Capitalize the first word in a sentence, the pronoun *I*, and proper nouns (names and places,) months, days of the week.
 - ii. Identify and use end punctuation, including periods, question marks, and exclamation points.
 - iii. Use commas appropriately in greetings and closings of letters, dates, and items in a series.
 - iv. Write a simple friendly letter.
 - v. Use apostrophes to create contractions and indicate possession, i.e., *cat's meow*.
 - vi. Use quotation marks appropriately to designate direct speech.
 - vii. Apply basic spelling conventions.
 - viii. Use basic capitalization and punctuation in sentences to convey meaning.

IV. **Handwriting And Spelling**

- a. Print from memory the 26 letters of the alphabet accurately in both their upper-case and lower-case forms.
- b. 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.
- c. 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*.
- d. Write words, phrases, and sentences from dictation, applying phonics knowledge.
- e. Identify and use synonyms and antonyms.

V. **Parts Of Speech and Sentence Structure**

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

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

VI. Poetry

- a. Hope (Langston Hughes)
- b. I Know All the Sounds the Animals Make (Jack Prelutsky)
- c. My Shadow (Robert Louis Stevenson)
- d. The Owl and the Pussycat (Edward Lear)
- e. The Pasture (Robert Frost)
- f. The Purple Cow (Gelett Burgess)
- g. Rope Rhyme (Eloise Greenfield)
- h. Sing a Song of People (Lois Lenski)
- i. Solomon Grundy (traditional)
- j. The Swing (Robert Louis Stevenson)
- k. Table Manners [also known as "The Goops"] (Gelett Burgess)
- l. Thanksgiving Day ["Over the river and through the wood"] (Lydia Maria Child)
- m. Washington (Nancy Byrd Turner)
- n. Wynken, Blynken, and Nod (Eugene Field)

VII. Fiction

- a. Stories
 - i. The Boy at the Dike (folktale from Holland)
 - ii. The Frog Prince
 - iii. Hansel and Gretel
 - iv. selections from *The House at Pooh Corner* (A. A. Milne)
 - v. How Anansi Got Stories from the Sky God (folktale from West Africa)
 - vi. It Could Always Be Worse (Yiddish folktale)
 - vii. Jack and the Beanstalk
 - viii. The Knee-High Man (African-American folktale)
 - ix. Medio Pollito (Hispanic folktale)
 - x. The Pied Piper of Hamelin
 - xi. Pinocchio
 - xii. The Princess and the Pea
 - xiii. Puss-in-Boots
 - xiv. Rapunzel
 - xv. Rumpelstiltskin
 - xvi. Sleeping Beauty
 - xvii. *The Tale of Peter Rabbit* (Beatrix Potter)
 - xviii. 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)
 - xix. Br'er Rabbit Tricks Br'er Bear; Br'er Rabbit and the Tar Baby)
 - xx. Why the Owl Has Big Eyes (Native American legend)
- b. Aesop's Fables
 - i. The Boy Who Cried Wolf
 - ii. The Dog in the Manger
 - iii. The Wolf in Sheep's Clothing
 - iv. The Maid and the Milk Pail
 - v. The Fox and the Grapes

- vi. The Goose and the Golden Eggs
- c. Different Lands, Similar Stories
 - i. Lon Po Po (China)
 - ii. Little Red Riding Hood Issun Boshi
 - iii. One-Inch Boy (Japan)
 - iv. Tom Thumb (England)
 - v. Thumbelina (by the Danish writer Hans Christian Andersen)
 - vi. Little Finger of the Watermelon Patch (Vietnam).
 - vii. Some of the many variations on the Cinderella story (from Europe, Africa, China, Vietnam, Egypt, Korea, etc.)
- d. Literary Terms
 - i. Characters, heroes, and heroines
 - ii. Drama
 - iii. actors and actresses
 - iv. costumes, scenery and props
 - v. theater, stage, audience

VIII. Sayings and Phrases

- a. a.m. and p.m.
- b. An apple a day keeps the doctor away.
- c. Do unto others as you would have them do unto you. [also in Kindergarten]
- d. Fish out of water
- e. Hit the nail on the head.
- f. If at first you don't succeed, try, try again.
- g. Land of Nod
- h. Let the cat out of the bag.
- i. The more the merrier.
- j. Never leave till tomorrow what you can do today.
- k. Practice makes perfect. [also in Kindergarten]
- l. Sour grapes
- m. There's no place like home.
- n. Wolf in sheep's clothing

SECOND GRADE

I. Listening and Speaking

a. Classroom Discussion

- i. Maintain attention and actively participate in discussions about a variety of topics, ideas, and texts in both small and large group settings.
- ii. Speak clearly with volume appropriate to the setting.
- iii. 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.
- iv. Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
- v. 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.
- vi. Participate in a conversation or group discussion by referring to, or building upon, a comment made by another person.
- vii. Identify and express physical sensations, mental states, and emotions of self and others.
- viii. Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).
- ix. Understand and use narrative language to describe people, places, things, locations, events, actions.
- x. Understand and use common sayings and phrases such as “Don't judge a book by its cover” and “Better late than never.”

b. Presentation Of Ideas and Information

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

II. Language Arts

a. Recite a nursery rhyme, poem, or song independently, using appropriate eye contact, volume, and clear enunciation.

b. 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.

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

- i. Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.
- ii. Distinguish the following genres of literature: fiction, nonfiction and drama.
Grasping Specific Details and Key Ideas
- iii. Describe illustrations.
- iv. Sequence four to six pictures illustrating events in a read aloud.
- v. Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.
- vi. Retell key details.
- vii. Summarize in one's own words selected parts of a read-aloud.
- viii. Ask questions to clarify information in a read-aloud.
- ix. Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.

d. Observing Craft and Structure

- i. Understand and use words and phrases heard in read-alouds.
 - ii. Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
 - iii. Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.
 - e. Language Arts Integrating Information and Evaluating Evidence
 - i. 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.
 - ii. Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.
 - iii. 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.
 - iv. 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.
 - v. Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.
 - vi. Identify who is telling a story or providing information in a text.
 - f. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry
 - i. Retell a story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.
 - ii. Compare and contrast characters from different stories.
 - iii. Describe characters in increasing depth by referring to dialogue and/or their actions in the story.
 - iv. Change some story events and provide a different story ending.
 - v. Create and tell an original story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.
 - vi. Distinguish fantasy from realistic text in a story.
 - vii. Identify the moral or lesson of a fable, folktale, or myth.
 - viii. 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.
 - ix. Identify repetitions in phrases, refrains, or sounds in poems or songs.
 - x. Identify sensory language and how it is used to describe people, objects, places, and events.
 - xi. Describe the use of rhyme, rhythm and sensory images used in poetry.
 - g. Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text
 - i. Generate questions and seek information from multiple sources to answer questions.
 - ii. Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.
 - iii. With assistance, categorize and organize facts and information within a given topic.
 - iv. With assistance, create and interpret timelines and lifelines related to read-alouds.
 - v. Interpret information presented in diagrams, charts, graphs, etc.
 - vi. 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.
 - vii. Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).

- viii. Blend individual phonemes to pronounce printed words.
 - ix. Understand that sometimes two or more printed letters stand for a single sound.
 - x. Read multi-syllable words containing any of the grapheme-phoneme correspondences listed below.
 - xi. Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est.
 - xii. Read, understand, and write contractions, i.e., isn't, I'm, can't, etc.
 - xiii. Sort and classify words according to the spelling used to represent a specific phoneme.
 - xiv. Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in cats and /z/ as in dogs.
 - xv. dogs.
 - xvi. 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.
 - xvii. Read at least 100 words generally identified as high frequency words.
- h. Consonant Sounds and Spellings Taught In Second Grade
- i. /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
- i. Vowel Sounds and Spellings Taught In Second Grade
- i. /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
- j. Oral Reading and Fluency
- i. Read decodable stories that incorporate the specific code knowledge that has been taught.
 - ii. Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (90 wpm by the end of the year).
 - iii. Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.

- v. Demonstrate understanding of and use commas and end punctuation while reading orally.
- vi. Read aloud, alone, or with a partner at least 20 minutes each day.
- k. Reading Comprehension—All Texts
 - i. Demonstrate understanding of text—the majority of which is decodable—after independent reading.
- l. Grasping Specific Details and Key Ideas
 - i. Sequence four to six pictures illustrating events from a text that has been read independently.
 - ii. 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.
 - iii. Retell key details from a text that has been read independently.
 - iv. Summarize in one's own words selected parts of a text.
 - v. Ask questions to clarify information about a text that has been read independently.
 - vi. Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts from a text that has been read independently.
- m. Observing Craft and Structure
 - i. Identify basic text features and what they mean, including title, table of contents, chapter headings and captions.
 - ii. Understand and use words and phrases from a text that has been read independently.
 - iii. Compare and contrast similarities and differences within a single text or between multiple texts read independently.
 - iv. 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.
- n. Integrating Information and Evaluating Evidence
 - i. Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.
 - ii. Use pictures accompanying the written text to check and support understanding.
 - iii. 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.
 - iv. 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.
 - v. Interpret information that is read independently and then ask questions to clarify this information.
 - vi. Identify who is telling a story or providing information in a text.
 - vii. Identify temporal words that link and sequence events, i.e., first, next, then, etc.
 - viii. Identify words that link ideas, i.e., for example, also, in addition.
- o. Reading Comprehension—Fiction, Drama, And Poetry
 - i. Retell a story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.
 - ii. Compare and contrast characters from different stories.
 - iii. Describe characters in increasing depth by referring to dialogue and/or their actions in the story.
 - iv. Change some story events and provide a different story ending.
 - v. Distinguish fantasy from realistic text in a story.
 - vi. Identify the moral or lesson of a fable, folktale, or myth.

- vii. 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.
- viii. Identify sensory language and how it is used to describe people, objects, places, and events.
- ix. Identify repetitions in phrases, refrains, or sounds in poems or songs.
- x. Describe the use of rhyme, rhythm and sensory images used in poetry.
- p. Reading Comprehension—Nonfiction and Informational Text
 - i. Generate questions and seek information from multiple sources to answer questions.
 - ii. Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.
 - iii. Interpret information presented in diagrams, charts, graphs, etc.
 - iv. With assistance, categorize and organize facts and information for a given topic.
 - v. With assistance, create and interpret timelines and lifelines related to text read independently.
 - vi. Distinguish text that describes events that happened long ago from text that describes contemporary or current events.

III. Writing

- a. Writing to Reflect Audience, Purpose, and Task
 - i. Add details to writing.
 - ii. Begin to use tools, including technology, to plan, draft, and edit writing.
- b. Conducting Research
 - i. Gather information from experiences or provided text sources.
- c. Narrative Writing
 - i. Write a familiar story that includes setting(s), character(s), dialogue, and if appropriate,
 - ii. several events, using temporal words and phrases to indicate the chronology of events.
 - iii. Write a personal narrative.
 - iv. Create a title and an ending that are relevant to the narrative.
- d. Informative/Explanatory Writing
 - i. Write about a topic, including a beginning and ending sentence, facts and examples
 - ii. Group similar information into paragraphs.
 - iii. Use linking words such as also, another, and, etc. to connect ideas within a paragraph.
- e. Persuasive Writing (Opinion)
 - i. Express an opinion or point of view in writing, providing reasons and supporting details
 - ii. for preference or opinion.
 - iii. Use words to link opinions with reasons or supporting details, such as because, also, another.
 - iv. Create a title that is relevant to the topic or subject of the text.
 - v. If writing about a specific book or read-aloud, refer to the content of the text.
- f. Language Conventions
 - i. Form sentences and paragraphs to communicate thoughts and ideas.
 - ii. Apply basic spelling conventions.
 - iii. Use basic capitalization and punctuation in sentences to convey meaning.
- g. Spelling
 - i. Write phonemically plausible spellings for words using current code knowledge, e.g., write doller for dollar, wate for wait or weight.

- ii. Write words, phrases, and sentences from dictation, applying phonics knowledge.
 - iii. Alphabetize words to the second letter.
 - iv. Use a children's dictionary, with assistance, to check spelling and verify the meaning of words.
 - v. Identify and use synonyms, antonyms, homophones, and compound words.
- h. Parts of Speech and Sentence Structure
- i. Recognize, identify and use subject, object, and possessive pronouns, i.e., I, me, my, they, them, orally, in written text and in own writing.
 - ii. Recognize, identify and use correct noun-pronoun agreement orally, in written text and in own writing.
 - iii. Recognize, identify and use common and proper nouns, orally, in written text, and in own writing.
 - iv. Recognize, identify, and use the articles a and an appropriately orally, in written text and in own writing.
 - v. Recognize, identify and use selected regular and irregular plural nouns orally, in written text and in own writing.
 - vi. Recognize, identify and use selected regular and irregular past, present, and future tense verbs orally, in written text, and in own writing.
 - vii. Recognize, identify, and use adjectives orally, in written text, and in own writing.
 - viii. Recognize, identify, and use adverbs orally, in written text, and in own writing.
 - ix. Recognize, identify and use subjects and predicates, orally, in written text, and in own writing.
 - x. Recognize, identify, and use statements, questions, and exclamations orally, in written text, and in own writing.
 - xi. Recognize, identify, and use complete simple and compound sentences.
- i. Capitalization and Punctuation
- i. 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.
 - ii. Recognize, identify and use abbreviations with correct punctuation for the months, days of the week, titles of people, and addresses.
 - iii. Identify and use end punctuation, including periods, question marks, and exclamation points.
 - iv. Use commas appropriately in greetings and closings of letters, dates, items in a series, and addresses.
 - v. Write a simple friendly letter.
 - vi. Use apostrophes to create contractions and indicate possession, i.e., cat's meow.
 - vii. Use quotation marks appropriately to designate direct speech.

IV. Fiction

a. Stories

- i. Beauty and the Beast
- ii. The Blind Men and the Elephant (a fable from India)
- iii. A Christmas Carol (Charles Dickens)
- iv. Charlotte's Web (E. B. White)
- v. The Emperor's New Clothes (Hans Christian Andersen)
- vi. The Fisherman and His Wife (Brothers Grimm)
- vii. How the Camel Got His Hump (a "Just-So" story by Rudyard Kipling)
- viii. Iktomi Lost His Eyes
- ix. The Magic Paintbrush (a Chinese folktale)
- x. El Pajaro Cu (a Hispanic folktale)
- xi. Selections from Peter Pan (James M. Barrie)
- xii. Talk (a West African folktale)

- xiii. The Tiger, the Brahman, and the Jackal (a folktale from India)
- xiv. The Tongue-Cut Sparrow (a folktale from Japan)
- b. Mythology of Ancient Greece
 - i. Gods of Ancient Greece (and Rome)
 - 1. Zeus (Jupiter)
 - 2. Hera (Juno)
 - 3. Apollo (Apollo)
 - 4. Poseidon (Neptune)
 - 5. Aphrodite (Venus)
 - ii. Mount Olympus: home of the gods
- c. Literary Terms:
 - i. myth,
 - ii. tall tale,
 - iii. limerick

THIRD GRADE

I. Reading and Writing

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

II. Language Arts

- a. 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.
- b. 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.
- c. Know how to use established conventions when writing a friendly letter: heading, salutation (greeting), closing, signature.
- d. Produce written work with a beginning, middle, and end.
- e. 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.
- f. 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.

III. Spelling, Grammar, And Usage

- a. 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.
- b. Use capital letters correctly.
- c. Understand what a complete sentence is, and identify subject and predicate in single-clause sentences distinguish complete sentences from fragments

- d. Identify and use different sentence types: declarative (makes a statement), interrogative (asks a question) imperative (gives a command), exclamatory (for example, "What a hit!")
- e. 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
- f. 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
- g. Recognize and avoid the double negative.

IV. Vocabulary

- a. Know what prefixes and suffixes are and how the following affect word meaning
 - i. 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)
 - ii. Suffixes: er and or (as in singer, painter, actor) less (as in careless, hopeless) ly (as in quickly, calmly)
- b. 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.
- c. Note: Children should know that a possessive noun shows ownership.
- d. 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.
- e. 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
- f. Recognize common abbreviations (for example, St., Rd., Mr., Mrs., Ms., Dr., U.S.A., ft., in., lb.).
- g. Note: Review synonyms and antonyms.

V. Poetry

- a. Adventures of Isabel (Ogden Nash)
- b. The Bee (Isaac Watts; see also below, "The Crocodile")
- c. By Myself (Eloise Greenfield)
- d. Catch a Little Rhyme (Eve Merriam)
- e. The Crocodile (Lewis Carroll)
- f. Dream Variations (Langston Hughes)
- g. Eletelephony (Laura Richards)
- h. Father William (Lewis Carroll)
- i. First Thanksgiving of All (Nancy Byrd Turner)
- j. For want of a nail, the shoe was lost . . . (traditional)
- k. Jimmy Jet and His TV Set (Shel Silverstein)
- l. Knoxville, Tennessee (Nikki Giovanni)
- m. Trees (Sergeant Joyce Kilmer)

VI. Fiction Stories

- a. Alice in Wonderland (Lewis Carroll)
- b. Aladdin and the Wonderful Lamp
- c. Ali Baba and the Forty Thieves
- d. The Hunting of the Great Bear (an Iroquois legend about the origin of the Big Dipper)

- e. The Husband Who Was to Mind the House (a Norse/English folktale, also known as "Gone is Gone")
- f. The Little Match Girl (Hans Christian Andersen)
- g. The People Could Fly (an African American folktale)

VII. Myths And Mythical Characters

- a. Asgard (home of the gods)
- b. Valhalla
- c. Hel (underworld)
- d. Odin
- e. Norse gods and English names for days of the week: Tyr, Odin [Wodin], Thor, Frigg [Freya]
- f. Jason and the Golden Fleece
- g. Perseus and Medusa
- h. Cupid and Psyche
- i. The Sword of Damocles
- j. Damon and Pythias
- k. Androcles and the Lion

VIII. Literary Terms

- a. Biography
- b. Autobiography
- c. Fiction
- d. nonfiction

IX. Sayings and Phrases

- a. Actions speak louder than words.
- b. His bark is worse than his bite.
- c. Beat around the bush
- d. Beggars can't be choosers.
- e. Clean bill of health
- f. Cold shoulder
- g. A feather in your cap
- h. Last straw
- i. Let bygones be bygones.
- j. One rotten apple spoils the whole barrel.
- k. On its last legs
- l. Rule the roost
- m. The show must go on and go
- n. When in Rome do as the Romans do.
- o. Rome wasn't built in a day.

Fourth Grade

I. Writing and Research

- a. Produce a variety of types of writing—including stories, reports, summaries, descriptions, poems, letters—with a coherent structure or story line.
- b. 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
- c. 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

II. Grammar and Usage

- a. 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
- b. Identify subject and verb in a sentence and understand that they must agree.
- c. Identify and use different sentence types: declarative, interrogative, imperative, exclamatory.
- d. 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.
- e. 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
- f. Understand what synonyms and antonyms are, and provide synonyms or antonyms for given words.
- g. Use underlining or italics for titles of books.
- h. 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)
- i. Review correct usage of problematic homophones: their, there, they're, your, you're, its, it's, here, hear, to, too, two

III. Poetry

- a. Poetry Terms: Stanza and Line
- b. Afternoon on A Hill (Edna St. Vincent Millay)
- c. Clarence (Shel Silverstein)
- d. Clouds (Christina Rossetti)
- e. Concord Hymn (Ralph Waldo Emerson)
- f. Dreams (Langston Hughes)
- g. The Drum (Nikki Giovanni)
- h. Fog (Carl Sandburg)
- i. George Washington (Rosemary and Stephen Vincent Benet)

- j. Humanity (Elma Stuckey)
- k. Life Doesn't Frighten Me (Maya Angelou)
- l. Monday's Child Is Fair of Face (Traditional)
- m. Paul Revere's Ride (Henry Wadsworth Longfellow)
- n. The Pobble Who Has No Toes (Edward Lear)
- o. The Rhinoceros (Ogden Nash)
- p. Things (Eloise Greenfield)
- q. A Tragic Story (William Makepeace Thackeray)

IV. Fiction

- a. Stories
 - i. The Fire on the Mountain (an Ethiopian folktale) from Gulliver's Travels: Gulliver in Lilliput and Brobdingnag (Jonathan Swift)
 - ii. The Legend of Sleepy Hollow and Rip Van Winkle (Washington Irving)
 - iii. The Magic Brocade (a Chinese folktale)
 - iv. Pollyanna (Eleanor Porter)
 - v. Robinson Crusoe (Daniel Defoe)
 - vi. Robin Hood
 - vii. St. George and the Dragon
 - viii. Treasure Island (Robert Louis Stevenson)
 - ix. Bud, Not Buddy (Christopher Paul Curtis)
 - x. Dear America, A Time for Courage (Kathryn Lasky)
 - xi. A Single Shard (Linda Sue Park)
- b. Myths and Mythical Characters
 - i. Legends of King Arthur and the Knights of the Round Table
 - ii. How Arthur Became King
 - iii. The Sword in the Stone
 - iv. The Sword Excalibur
 - v. Guinevere
 - vi. Merlin and the Lady of the Lake
 - vii. Sir Lancelot
- c. Literary Terms
 - i. novel
 - ii. Plot
 - iii. Setting

V. Speeches

- a. Patrick Henry: "Give me liberty or give me death"
- b. Sojourner Truth: "Ain't I a woman?"

VI. Sayings and Phrases

- a. An ounce of prevention is worth a pound of cure.
- b. Beauty is only skin deep.
- c. The bigger they are, the harder they fall.
- d. Birds of a feather flock together.
- e. Break the ice
- f. Bull in a china shop
- g. Bury the hatchet
- h. Don't count your chickens before they hatch.
- i. Don't put all your eggs in one basket.
- j. Half a loaf is better than none.
- k. Haste makes waste.
- l. Laugh and the world laughs with you.
- m. Lightning never strikes twice in the same place.
- n. Live and let live.
- o. Make ends meet.

- p. Make hay while the sun shines.
- q. Money burning a hole in your pocket
- r. Once in a blue moon
- s. One picture is worth a thousand words.
- t. On the warpath
- u. Run-of-the-mill
- v. Seeing is believing.
- w. Through thick and thin
- x. Two wrongs don't make a right.
- y. When it rains, it pours.
- z. You can lead a horse to water, but you can't make it drink.