

English Language Arts Literacy Outcomes Kindergarten

Students will

Standard # LANGUAGE

1.1 Demonstrate active listening skills.

1.1 Participate appropriately in class discussions.

8.2 Demonstrate comprehension of stories read aloud.

Follow one- and two-step oral directions.

8.5 Retell, reenact, or dramatize stories or parts of stories.

4.1 Speaks in clear, complex sentences using age appropriate vocabulary.

READING

7.1 Identify the parts of a book.

8.1 Use picture cues to make and justify predictions.

8.7 Demonstrate understanding that stories have a beginning, middle, and end.

7.1 Begin to track print when listening to a familiar text being read or when rereading their own writing.

8.1 Uses illustrations to gain meaning from text.

7.2 Produce a word that rhymes with a given spoken word.

7.2 Demonstrate emergent understanding that spoken words consist of a sequence of phonemes (whole to part: cat = c-a-t).

7.2 Identify one-to-one, letter-sound correspondences of all consonants (letter to sound or sound to letter).

7.2 Demonstrate an emerging understanding that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (part to whole: c-a-t- = cat).

Recognize and write their own first name.

7.1 Recognize, name, and write all uppercase letters.

7.1 Recognize and name lowercase letters

Literacy Outcomes **Kindergarten *Continued***

Students will

Standard #

READING *Continued*

4.1 Recognize familiar words in the environment.

7 Demonstrate understanding of the difference between a letter and a word.

4.1 Recognize some sight words.

Attempt to read familiar texts emergently, i.e., not necessarily verbatim from the print alone.

Notice when simple sentences fail to make sense.

7.4 Identify a period and a question mark.

COMPOSITION

19.1 Use phonetic awareness and letter knowledge to write independently.

19.1 Write (with temporary spelling) to express their own ideas.

English Language Arts Literacy Outcomes Grade 1

Students will

Standard #

LANGUAGE

1.1 Demonstrate speaking and listening behaviors and skills suitable for the occasion and purpose.

1.1 Articulate clearly at an appropriate, developmental level.

4 Acquire new vocabulary and appropriate syntax to express ideas more clearly.

READING

8.1 Predict and justify what a story will be about based on the title and cover illustration, and predict what will happen next in the story throughout the reading.

13.1 Discuss prior knowledge of topics in expository texts.

7.5 Blend or segment the phonemes of most one-syllable words.

7.5 Use knowledge of letter-sound correspondence to decode unknown words when reading.

Make a transition from emergent to conventional reading.

7.6 Develop a vocabulary of three to five hundred sight words and simple, phonetically consistent words.

7.7 Read aloud, with accuracy and comprehension, a variety of text genres appropriately designed for the end of grade one, including fiction, nonfiction, and poetry.

7.7 Begin to monitor their own reading and self-correct errors using a variety of conceptual, syntactical, and phonetic strategies including picture cues, initial consonants, “reading on,” and word patterns.

Ask for support when encountering difficulties in understanding text.

Read and understand simple written instructions.

8.3 Recall story elements such as character, setting, problem and resolution and answer how, why, and what-if questions about the text after reading orally.

Literacy Outcomes

Grade 1 *Continued*

Students will

Standard #

READING *Continued*

8.5 Answer simple written comprehension questions based on material read, following a group discussion of the material.

7.7 Read fluently at instructional level.

Engage voluntarily in a variety of reading activities, e.g., choose books and stories to listen to and to read.

COMPOSITION

22.2 Express a brief idea in writing using complete sentences.

22.2 Space words and increasingly apply basic punctuation and capitalization.

20.2 Produce a variety of types of compositions (e.g., stories, descriptions, journal entries) appropriately matching text to title and illustrations.

20.1 Answer simple written comprehension questions based on material read, after a group discussion of the material.

19.1 Use temporary spelling/phonics-based knowledge to spell independently when conventional spelling is unknown.

19.1 Spell correctly three and four letter short vowel words that are phonetically regular.

22.2 Demonstrate increased use of conventional spelling.

22.2 Spell priority words correctly in own writing.

20 Engage voluntarily in a variety of writing activities such as writing a note to a friend, writing stories, and making lists.

English Language Arts Literacy Outcomes Grade 2

Students will

Standard #

LANGUAGE

1.1 Demonstrate speaking and listening behaviors and skills suitable for the occasion and purpose.

2.1 Begin to convey ideas clearly, maintaining focus on the topic.

4 Acquire new vocabulary across the curriculum and use it correctly in speaking, reading, and writing.

READING

7 Use a variety of strategies (contextual, semantic, syntactical, and phonetic) to read unfamiliar text.

7.7 Monitor their own reading and self-correct errors.

8.6 Make and justify reasonable predictions using simple cues and adjust predictions in the course of reading.

8.7, 12.2 Retell a story in sequence including problem and solution.

8, 13.9 Answer how, why, and what-if questions about texts and support their own thinking with evidence from the text.

Read and execute two-step written directions.

10.1 Begin to identify, analyze, and apply knowledge of the characteristics of different genres (fiction, fairy tale, folk tale, nonfiction).

13 Read nonfiction materials for answers to specific questions.

13 Identify main ideas and details in nonfiction using text and illustrations.

7.7 Read fluently at an instructional reading level.

Literacy Outcomes Grade 2 *Continued*

Students will

Standard #

COMPOSITION

22.2 Begin to answer written questions in complete sentences.

22.2 Apply grade-appropriate standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.

19.5 Produce a variety of types of writing that are organized with a beginning, middle, and end.

21 Use conferencing, revision, and editing processes to clarify and refine their own writing with assistance.

7.4 Spell previously studied words and priority list words correctly.

**English Language Arts
Literacy Outcomes
Grade 3**

Students will

Standard #

LANGUAGE

1.2 Demonstrate speaking and listening behaviors suitable for different occasions and purposes.

4.0 Acquire new vocabulary and use it correctly in reading; begin to incorporate knowledge of common prefixes and suffixes to deduce word meaning.

4.15 Develop accuracy and speed in locating words in the dictionary.

5.6 Begin to develop awareness of common parts of speech and their importance in sentence structure (nouns as *naming words*, verbs as *action words*, adjectives as *describing words*).

READING

7 Use a variety of strategies (contextual, semantic, syntactical, and phonetic) to read unfamiliar text.

7.8 Demonstrate mastery of basic phonetic patterns.

7.8 Continue to develop structural analysis skills (segmenting unknown words into parts and blending them).

10.2 Recognize the characteristics and structure of different genres to enhance understanding and appreciation of texts (realistic fiction, fantasy, fairy tale, folk tale, poetry, biography).

8.15, 13.9 Demonstrate literal comprehension by responding to specific questions related to the text.

8.10 Identify main ideas of text.

12.2 Identify setting, conflict, and resolution in fictional material.

8.7, 12.2 Retell a story in sequence including problem and resolution.

12.2 Discuss character traits and motivation in fiction.

Literacy Outcomes **Grade 3 *Continued***

Students will

Standard #

READING *Continued*

8.6, 13.3 Make predictions with textual justification.

Read independently and execute age-appropriate multi-step directions.

10 Read for extended periods of time in a variety of genres.

7.10 Read aloud with fluency and expression at instructional level.

COMPOSITION

23 Begin to understand the structure of a paragraph.

20 Begin to write longer compositions in a variety of forms and subject areas.

21 Use the writing process (first draft, conferencing, revision, editing, final draft).

22 Edit written work for spelling, mechanics, and presentation with age-adequate success.

22.5 Spell previously studied words and priority words correctly in writing.

22.5 Spell words that follow regular patterns and rules with high degree of accuracy.

English Language Arts Literacy Outcomes Grade 4

Students will

Standard

LANGUAGE

3 Engage in formal discussions and/or oral presentations that demonstrate mastery of the conventions of speech, and consideration of audience, purpose, and the information to be conveyed.

4 Use curriculum-based vocabulary appropriately in speaking, reading, and writing.

4.15 Gain and apply new vocabulary through the use of resources (dictionary, thesaurus) and given text.

5.6 Identify common parts of speech as nouns, verbs, and adjectives.

READING

7.8 Use phonetic knowledge and knowledge of prefixes, suffixes, and roots to decode unfamiliar words.

8.18 Identify main idea and distinguish important ideas from subordinate details in materials that are read, heard, or viewed.

8.22, 8.15 Summarize text in a logical sequential manner and support answers to questions **13.9** based on evidence from the text.

8.9 Engage in an active reading process by making logical inferences and by making and revising predictions in an ongoing manner.

12.2, 11.3 Identify the elements of fiction (plot, conflict, resolution, characterization, mood, imagery, and theme).

12.2 Analyze character traits and point of view.

13.2 Access information from nonfiction text through the use of headings, captions, maps, graphs, charts, and other visual aids.

7.10 Read and comprehend instructional level text with fluency.

10.2 Identify, analyze, and apply knowledge of the characteristics of different genres (realistic fiction, historical fiction, biography, fantasy, nonfiction and poetry).

10.2,14 Identify different types of poetry and poetic form based on their structure.

Literacy Outcomes **Grade 4 *Continued***

Students will

Standard #

READING *Continued*

8.12, Begin to identify, create, and provide examples of types of figurative language **15.2,15.3** (simile, metaphor, personification).

13 Locate and use reference materials to gain information with increasing independence.

COMPOSITION

24 Begin to understand the elements of a well-structured paragraph and to produce such paragraphs in their own writing.

19 Generate various written products (paragraphs, summaries, descriptive, narrative, and expository prose, poetry, journal writing, and responses to literature) using standard English conventions, organizational patterns, and grade-appropriate, varied sentence structure.

19 Begin to write multi-paragraph compositions with a clear focus which includes topic sentences, supporting details, appropriate word choice, logical sequence, and a closing.

21 Use the writing process (first draft, conferencing, revision, editing, final draft).

22.4 Use grammatical knowledge to enhance writing (parts of speech, subject- verb agreement).

English Language Arts Literacy Outcomes Grade 5

Students will

Standard

LANGUAGE

3.8 Engage in formal discussion and oral presentations that demonstrate mastery of the conventions of speech and consideration of audience, purpose, and the information to be conveyed.

4 Use curriculum-based vocabulary appropriately in speaking, reading, and writing.

4.9 Use the dictionary for multiple purposes: for identifying parts of speech, syllabication, pronunciation, multiple meanings, and etymology of words and word parts.

5.6 Identify nouns, verbs, and adjectives; begin to identify adverbs and pronouns.

6 Recognize non-standard English dialect.

READING

7.10 Read text at instructional level with fluency and comprehension.

8.9 Engage in an active reading process by making and revising predictions in an ongoing manner and by making logical inferences.

8.18, 8.22 Distinguish important ideas from subordinate details in materials that are read, heard, or viewed.

12.3,11.3 Identify the elements of fiction (character, setting, plot, theme, conflict and resolution).

10.3 Identify, analyze, and apply knowledge of the characteristics of different genres (realistic fiction, historical fiction, biography, fantasy, nonfiction and poetry).

10.3,14 Identify and interpret different types of poetry and poetic form based on their structure.

8.12, 15.3 Identify, create and provide examples of types of figurative language (simile, metaphor, personification, alliteration, and idiomatic expression).

8, 12 Identify and discuss author's purpose, perspective, and character's point of view.

13.3 Obtain information from nonfiction using the glossary, table of contents, index, text structure, headings, and visual aids.

Literacy Outcomes **Grade 5 *Continued***

Students will

Standard #

READING *Continued*

13 Use reference materials independently to gain information.

COMPOSITION

19, 24 Generate various written products (paragraphs, summaries, descriptions, narrative, expository and persuasive writing, poetry, journal writing, and responses to literature) using standard English conventions, organizational patterns, and grade-appropriate, varied sentence structure.

21 Use the writing process (first draft, conferencing, revision, editing, final draft).

21.4 Revise, elaborate on and edit their written work

23.7, 24 Begin to use organizational strategies (note taking, outlining, graphic organizers, mind mapping) to communicate in writing the main idea of text.

22.7 Spell previously studied and priority words correctly in own writing.

