

LANGUAGE ARTS

PRIMARY LEVEL K-1-2

ORAL LANGUAGE

Oral language encompasses the ability to listen, speak, and communicate effectively. Oral language provides a basis on which literacy is built. Research has repeatedly shown a strong connection between oral language and reading. Oral language development begins at birth and is continuous and unending; each of us continues to acquire new aspects of language through our interactions and experiences.

Research shows that oral language builds background knowledge as students listen, view, speak, and present. Background knowledge greatly influences comprehension and vocabulary acquisition. Continuous oral language not only provides, but expands, the opportunity for students to effectively develop comprehension and vocabulary skills, as well as the ability to decode words. Weak or limited oral language may interfere with a student's ability to learn to read.

Oral language is also a social skill necessary to communicate information, share cultures, and build traditions. However, some children come from environments with limited models and opportunities to develop language. Thus, school must provide appropriate oral language experiences that extend the oral language development of all children to facilitate social competencies, learning, and literacy.

The following are possible suggestions and not all-inclusive:

Teacher Delivery

1. Provide a model for listening, speaking, viewing, and presenting.
2. Listen attentively to students' discussions and responses.
3. Provide opportunities for students to listen, respond, and share information with others.
4. Encourage and support student precision in oral descriptions, argument, and questioning.
5. Encourage students to speak clearly and audibly, elaborating upon their ideas during class discussions and presentations.
6. Provide opportunities for students to listen and view for pleasure, acquire information, and solve problems.
7. Provide opportunities for students to recount experiences, present stories, recite selections, and give presentations.
8. Encourage parents and students to share cultural heritage and traditions with classrooms.

Informal Assessment

1. Student conferences and discussions.
2. Checklist of expected language behaviors.
3. Anecdotal records of the student's performances in class.
4. Retelling of information.
5. Presentation rubrics.

Differentiation

1. Provide opportunities for students to work independently and in groups to prepare and present information to others.
2. Engage students in projects (e.g., service learning, jig sawing, etc.).
3. Provide visual, auditory, and kinesthetic instruction.
4. Provide explicit instruction according to students' needs.
5. Provide additional opportunities for students to listen, speak, view, and present, utilizing media aids.
6. Elicit physical responses to questions (e.g., point to a picture).
7. Provide opportunities for students to speak in their native language.

Home Connection

1. Encourage parents to provide opportunities for children to engage in listening, speaking, viewing, and presenting.
2. Encourage parents to share cultural heritage and traditions.

STANDARD 1 Oral Language Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.		
Kindergarten	First Grade	Second Grade
<p>OBJECTIVES</p> <p>Develop language through listening and speaking.</p> <ul style="list-style-type: none"> - Listen attentively. - Recognize the characteristic sounds and rhythms of language. - Listen and demonstrate understanding by responding appropriately (e.g., follow two-step directions). Repeat oral directions. - Remain on topic during group discussions. Focus on the topic at hand. - Speak clearly and audibly with expression in communicating ideas (e.g., share ideas in group discussion, contribute to shared experiences, follow rules of conversation). - Speak in complete sentences. - Use new vocabulary and grammar 	<p>OBJECTIVES</p> <p>Develop language through listening and speaking.</p> <ul style="list-style-type: none"> - Identify specific purpose(s) for listening (e.g., to gain information, to be entertained). - Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question). - Speak clearly and audibly with expression when communicating ideas. - Use different voice level, phrasing. and intonation for different situations. - Speak in complete sentences. Develop and use age appropriate vocabulary syntaxes and function. 	<p>OBJECTIVES</p> <p>Develop language through listening and speaking.</p> <ul style="list-style-type: none"> - Identify specific purpose(s) for listening (e.g., to gain information, to be entertained). - Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question summarize) - Speak clearly and audibly with expression in communication ideas. - Use different voice levels, phrasing. and intonation for different situations. - Speak in complete sentences using age appropriate vocabulary syntax and function.

<p>constructions in own speech. Answer questions aloud.</p> <p>Develop language through viewing media and presenting.</p> <ul style="list-style-type: none"> - View a variety of media presentations attentively. - Use a variety of formats (e.g., show and tell, drama, prayers, sharing of books) in presenting with various forms of media. 	<p>Develop language through viewing media and presenting.</p> <ul style="list-style-type: none"> - Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information distinguish between fiction/nonfiction). - Use a variety of formats (e.g., sharing, drama, sharing of books and personal writings, choral readings, informational reports, retelling experiences and stories in sequence) in presenting with various forms of media. - Listens and recite familiar stories, poems, and rhymes w/patterns. 	<p>Develop language through viewing media and presenting.</p> <ul style="list-style-type: none"> - Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information distinguish between fiction/nonfiction). - Use a variety of formats (e.g., show and tell, drama, sharing of books and personal writings, choral readings, informational reports, retelling experiences and stories in sequence) in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers technology).
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CONCEPTS OF PRINT

Knowledge about print is a critical skill for beginning readers and writers. Before young children can read or write, they must understand that print carries meaning, print is organized in a particular way, and print has a specific function within our society.

Many children come to school with this knowledge firmly in place. However, students with limited exposure to books need to be taught the elements of print such as directionality (i.e., front/back, top/bottom, left/right), an understanding that words are made up of letters, and that print contains the message.

Teachers should observe student behaviors to ensure that all children understand the various functions and conventions of printed text. Children's understanding of the concepts of print has been found to be a strong predictor of future reading achievement.

The following are possible suggestions and not all-inclusive:

Teacher Delivery

1. Provide explicit instruction on directionality.
2. Model directionality while reading aloud with students.
3. Provide opportunities for students to track words while being read to/reading.
4. Provide opportunities for students to locate author and title of a book.

Informal Assessment

1. Observation
2. Students demonstrate elements of directionality with a text.
3. Students identify letters and words.
4. Students track a printed page.
5. Students demonstrate book-handling skills.

Differentiation

1. Provide explicit instruction and modeling of concepts of print while reading to individual or small groups of students according to need.
2. Show sensitivity to students whose primary written language differs in script and/or format from written English.
3. Provide visual, auditory, and kinesthetic instruction about print.
4. Provide multiple opportunities for students' to practice and demonstrate skills with print.

Home Connections

1. Communicate the importance of print concepts to parents.
2. Provide parents with a list of the essential elements of print concepts.

STANDARD 2 Concepts of Print Students develop an understanding of how printed language works.		
Kindergarten	First Grade	Second
<p>OBJECTIVE</p> <p>Demonstrate an understanding that print carries “<u>the</u>” message.</p> <ul style="list-style-type: none"> - Recognize that print carries different messages. - Identify messages in common environmental print (e.g., signs, boxes, wrappers). <p>Demonstrate knowledge of elements of print within a text.</p> <ul style="list-style-type: none"> - Recognize front/back, up/down, top/bottom, left/right orientation of words, literature/books. - Discriminate between upper-lower case letters, numbers, and words in text. - Differentiate between letters, words and sentences. - Show the sequence of print by pointing left to right with return sweep. - Identify where text begins and ends on a page. - Identify punctuation in text (i.e., periods, question marks, exclamation points). 	<p>OBJECTIVE</p> <p>Demonstrate an understanding that print carries “<u>the</u>” message.</p> <ul style="list-style-type: none"> - Recognize that print carries different messages. - Identify messages in common environmental print (e.g., signs, boxes, wrappers). <p>Demonstrate knowledge of elements of print within a text.</p> <ul style="list-style-type: none"> - Recognize front/back, up/down, top/bottom, left/right orientation of words, literature/books. - Discriminate between letters, words, and sentences in text. - Match oral words to printed words while reading. - Differentiate between letters, words and sentences (mastered). - Identify punctuation in text (i.e., periods, question marks, exclamation points, quotation marks, commas). 	<p>OBJECTIVE</p> <p>Mastered/Maintained</p>

PHONOLOGICAL AND PHONEMIC AWARENESS

Phonemic awareness has been shown to be the single best predictor of success in beginning reading. Before children can understand the relationship between letters and sound, they must be able to identify individual sounds in words.

Phonemic awareness is the ability to hear, identify, and manipulate individual sounds in spoken words. Phonemic awareness is not the same thing as phonics. Phonemic awareness deals with sounds in spoken words, whereas phonics involves the relationship between sounds and written symbols. Therefore, phonics deals with learning sound-spelling relationships and is associated with print. All phonemic awareness tasks are purely oral. Phonemic awareness training provides the foundation on which phonics instruction is built. Thus, children need solid phonemic awareness training for phonics instruction to be effective. Phonemic awareness should be explicit and taught in logical sequence.

Phonological awareness is a much broader term than phonemic awareness. Phonological awareness includes identifying and manipulating larger parts of spoken language (e.g., words, syllables, onsets and rimes). Phonological awareness also includes other aspects of spoken language, such as rhyming and alliteration. Phonemic awareness is a subcategory of phonological awareness.

There are five basic types of phonological and phonemic awareness tasks:

1. The ability to hear rhymes and alliteration.
2. The ability to do oddity tasks. (Example: Three words are read to the student. The student selects the word that does not fit the pattern.)
3. The ability to orally blend words and syllables.
4. The ability to orally segment words and syllables (including counting sounds).
5. The ability to do phonemic manipulation tasks.

The first four task types should be covered by the end of kindergarten. The fifth task type is appropriate for introduction in middle to late first grade. Each task type does not have to be mastered before moving on the next. Rather, a mix of appropriately sequenced activities throughout lessons keep children engaged and provides practice with all types of phonemic awareness tasks, however, instruction in oral blending should begin before instruction in oral segmentation.

Research indicates that approximately 20 percent of children lack phonemic awareness. For these students, the likelihood of reading failure is quite high. Scientifically based research tells us that phonemic awareness can be taught to preschoolers, kindergartners and first graders who are just beginning to read, as well as older less able readers. Phonemic awareness and phonological awareness help children learn to read and spell. They are most effective when children are taught to manipulate phonemes in an organized manner. Phonological and phonemic awareness instruction is most effective when it focuses on only one of two types of tasks.

Over the school year, the entire phonemic awareness program should take not more than 20 hours or approximately 10-15 minutes a day. Phonemic awareness training does not constitute a complete reading program. Rather, it provides children with essential foundational knowledge in the alphabetic system as part of beginning reading programs and remedial reading programs.

The following are possible suggestions and not all-inclusive:

Teacher Delivery

1. Provide instruction in phonological awareness through rhymes, songs, chants, alliteration, counting words in a sentence, and clapping syllables in words.
2. Provide activities in rhyming and rhyme recognition.
3. Demonstrate and encourage students to blend sounds to make words.
4. Provide opportunities for students to segment words, isolate, delete, substitute, and match phonemes in words.
5. Provide application opportunities for students to manipulate letters with sounds through word sorts, magnetic letters, Elkonin boxes, and white boards while matching letters to sounds.

Informal Assessment

1. Checklists of sounds children hear in isolation or at the beginning, middle, or ending of a word; producing words that rhyme; and segmenting or blending words.
2. Observations of students' ability to produce, identify, and manipulate sounds.
3. Anecdotal records of behaviors students exhibit while producing or making sounds.

Differentiation

1. Provide explicit instruction in the area of the student's need.
2. The areas of phonological and phonemic awareness are especially difficult for children with speech and hearing problems. Interventions and referrals are made as needed.
3. Demonstrate correct mouth formation to produce sounds.

Home Connection

1. Communicate the importance of children identifying and producing all the sounds of our language.
2. Provide suggestions for parents to help their child with rhyming words, blending sounds, segmenting sounds, and identifying sounds in isolation.
3. Provide home activities for parents to develop their children's phonological and phonemic awareness.

Standard: 3 Phonological and Phonemic Awareness Students develop phonological and phonemic awareness.		
Kindergarten	First Grade	Second Grade
<p>OBJECTIVES</p> <p>Demonstrate phonological awareness.</p> <ul style="list-style-type: none"> - Count the number of words in a sentence. - Identify and create a series of rhyming words orally (e.g., cat, bat, sat, ___). - Recognize words and pictures beginning with the same initial sound in an alliterative phrase or sentence (e.g., six snakes sold snacks and sodas.) <p>Recognize like and unlike word parts (oddy tasks).</p> <ul style="list-style-type: none"> - Identify the word that does not rhyme in a series of words (e.g., bat, cat, sat, <u>pig</u>). - Identify the words and pictures with the same beginning consonant sound in a series of words (e.g., man, <u>sat</u>, <u>sick</u>) and ending consonant sound (e.g., man<u>u</u>, sat, then<u>n</u>). <p>Orally blend word parts (blending).</p> <ul style="list-style-type: none"> - Blend syllables to make words (e.g., /ta/...ble/, table). - Blend onset and rime to make words (e.g., /p/.../an/, pan). - Blend individual phonemes to make words (e.g., /s/.../a/.../t/, sat). <p>Orally segment words into word parts (segmenting)</p> <ul style="list-style-type: none"> - Segment words into syllables (e.g., table, 	<p>OBJECTIVES</p> <p>Demonstrate phonological awareness.</p> <ul style="list-style-type: none"> - Identify syllables in words (closed, open, etc.). <p>Recognize like and unlike word parts (oddy tasks).</p> <ul style="list-style-type: none"> - Identify words with same beginning consonant sounds (e.g., man, <u>sat</u> <u>sick</u> and ending consonant sounds (e.g., man<u>u</u> sat, ten<u>n</u>) in a series of words. <p>Identify words with the same medial sounds in a series of words (e.g., long vowel sound: <u>take</u>, <u>late</u>, feet; short vowel sound: top, <u>cat</u>, <u>pan</u>; middle consonant sound: kitten, <u>missing</u>, <u>lesson</u>).</p> <p>Orally blend word parts (blending).</p> <ul style="list-style-type: none"> - Blend syllables to make word (e.g., /ta/...ble/, table). - Blend onset and rime to make words (e.g., /p/.../an/, pan). - Blend individual phonemes to make words (e.g., /s/.../a/.../t/, sat). <p>Orally segment words into word parts (segmenting)</p> <ul style="list-style-type: none"> - Segment words into syllables (e.g., table, 	<p>OBJECTIVES</p> <p>Demonstrate phonological awareness.</p> <ul style="list-style-type: none"> - Mastered/Maintained <p>Recognize like and unlike word parts (oddy tasks).</p> <ul style="list-style-type: none"> - Mastered/Maintained <p>Orally blend word parts (blending).</p> <ul style="list-style-type: none"> - Mastered/Maintained <p>Orally segment words into word parts (segmenting)</p>

<p>/ta.../ble/).</p> <ul style="list-style-type: none"> - segment words into onset and rhyme (e.g., pan, /p.../an/). - Segment words into individual phonemes (e.g., sat, /s.../a.../t/). <p>Orally manipulate phonemes in words and syllables (manipulation).</p> <ul style="list-style-type: none"> - Substitute initial sound (e.g., replace first sound in mat to /s/, say <u>sat</u>). - Substitute initial sound to create new words (e.g., replace the first sound in <u>mat</u> with letters of the alphabet). 	<p>/ta.../ble/).</p> <ul style="list-style-type: none"> - Segment words into onset and rhyme (e.g., pan, /p.../an/). - Segment words into individual phonemes (e.g., sat, /s.../a.../t/). <p>Orally manipulate phonemes in words and syllables (manipulation).</p> <ul style="list-style-type: none"> - Substitute initial and final sounds (e.g., replace first sound in mat to /s/, say <u>sat</u> replace last sound in mat with /p/, say <u>map</u>). - Substitute vowel in words (e.g., replace middle sound in map to /o/, say <u>mop</u>). - delete syllable in words (e.g., say sun without the /s/, say <u>un</u>: say hit without the /t/, say <u>hi</u>). - delete initials phoneme and final phoneme in blends (e.g., say step without the /s/, say <u>tep</u>: say best without the /t/, say <u>bes</u>). 	<p>Mastered and Maintained</p>
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PHONICS AND SPELLING

Beginning readers must know and understand the relationship between letters and sounds in order to learn to read and spell. In addition beginning readers must know and be able to use a variety of phonics skills to unlock unknown words. Phonics skills are critical to the word identification process until almost all words are learned to the point of being automatic, that is, to the point where words are recognized automatically, without thinking. Phonics instruction has been shown to be most effective when taught systematically, sequentially, and explicitly.

Research reports that phonics instruction is most effective when taught early. Phonics instruction:

- Significantly improves kindergarten and first-grade children's word recognition and spelling.
- Significantly improves children's reading comprehension.
- Is effective for children from various social and economic levels.
- Is particularly beneficial for children who have difficulty learning to read and are at risk for developing future reading problems.
- Is more effective than non-systematic or no phonics instruction.
- Is not an entire reading program for beginning readers.

Approaches to phonics construction include:

- Analogy - children use parts of word families to identify words they don't know.
- Analytic - children analyze letter-sound relationships in previously learned words to read new words.
- Embedded - children use letter-sound relationships while reading connected text.
- Onset-rime - children learn to identify the sound of the first letter with the remaining part of the word.
- Synthetic children convert letters into sounds and blend the sounds to make words.

Research shows that students who are at-risk readers profit significantly from systematic, synthetic phonics instruction.

Spelling is a developmental process. Research confirms that spelling, for most people, requires something above and beyond experience with reading. The ability to read a word does not always guarantee a child can spell the word. Without fluent spelling skills, many students continue to struggle with the mechanics of the writing process and cannot focus their attention and energy on what and why they are writing. Careful examination of words that are part of formal spelling instruction can affect the quality of students' writing, as well as their reading experiences.

Spelling is a combination of interactive language processes, use of strategies, self-checking, and monitoring. Spelling instruction, in past years, has often been a practice of having students memorize lists of single words. However, research tells us it is more productive to teach word families, syllabication, word origins, and basic spelling rules as a major part of spelling instruction. Spelling should be a thinking activity, not merely a memory activity. According to research, efficient spellers view spelling as a problem-solving activity. They have a strong sense of control over their own learning, using a combination of strategies to spell unknown words during writing while committing the spelling of words to memory.

The following are possible suggestions and not all-inclusive:

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Language Arts

Teacher Delivery

1. Provide explicit, systematic, synthetic instruction to students on letter sounds and blending for the purpose of decoding and spelling words.
2. Provide explicit instruction on consonants, consonant blends, digraphs, vowels, vowel digraphs, and vowel variants.
3. Provide instruction on segmenting and blending letters to form words.
4. Provide opportunities to students to build words with onsets and rimes.
5. Provide experiences in making words, word sorts, and studying word walls.
6. Provide instruction and application in analyzing word parts (e.g., word chunks, prefixes, suffixes, roots, syllables).
7. Provide instruction on strategies to read and spell unknown words.
8. Use decodable text in earlier grades as an integral part of explicit phonics instruction.
9. Provide sound-by-sound dictation and whole word dictation as a means of practice.
10. Determine students' developmental spelling level.
11. Generate word lists according to students' developmental level, writing sample, and commonly misspelled words.
12. Provide explicit instruction to teach spelling as a developmental process beginning with sound-symbol relationships.
13. Provide and encourage students to use spelling cues as needed for accuracy when completing writing assignments.
14. Provide numerous opportunities for students to see words spelled correctly.
15. Teach spelling as part of the reading and writing process.
16. Teach commonly misspelled words (e.g., they, too, there).
17. Teach proofreading as an application of spelling knowledge.
18. Provide instruction on resources to assist spelling (e.g., dictionaries).
19. Teach specific strategies to promote spelling and writing fluency.
20. Encourage and foster accountability for correct spelling.
21. Encourage interest and enthusiasm for words: avoid word searches, word puzzles, and writing words multiple times.
22. Provide frequent opportunities for purposeful writing (narrative, descriptive, persuasive, expository, scientific, technical).

Informal Assessment

1. Checklists of skills used by students.
2. Anecdotal records of noted behaviors in class.
3. Conferences and discussions with students.
4. Performance assessment to see how well students apply phonetic principles.
5. Pre-and post-spelling tests.
6. Writing samples.
7. Spelling inventories.

Differentiation

1. Provide explicit instruction in the area of the student's deficit.
2. Provide activities that focus on the manipulation of letters and sounds.
3. Provide opportunities for students to respond kinesthetically to instruction.

4. Provide modeling of direct instruction.
5. Provide opportunities for students to use and manipulate letters.
6. Provide multiple practice opportunities with decodable books.
7. Provide visual, auditory, and kinesthetic instruction with spelling.
8. Generate lists of key words from students' reading and writing.
9. Provide varied and frequent practice with words.
10. Provide opportunities for students to learn to spell functional words.
11. Analyze, with the student, the errors being made in writing assignments, and use this information for reading and spelling instruction.
12. Assess often, observing skill level and strategy used.
13. Modify practice opportunities according to individual student needs.
14. Help students develop a study process that fits individual needs.
15. Teach students to apply strategies in determining unknown words and spellings.

Home Connections

1. Communicate expectations to parents.
2. Provide suggestions for parents to help their children with phonics applications.
3. Encourage parents to listen to children read decodable books regularly.
4. Train parents to be able to select appropriate books for their children to practice reading.
5. Help parents to set aside time nightly for children to read to adults.
6. Encourage parents to provide their children with opportunities to write, encouraging correct spelling (e.g., grocery lists, notes to family members, thank you notes).
7. Encourage parents to play word games.
8. Encourage parents to support teacher spelling instruction.
9. Help parents encourage interest in words.

STANDARD 4 Phonics and Spelling Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.		
Kindergarten	First Grade	Second Grade
<p>OBJECTIVES</p> <p>Demonstrate an understanding of the relationship between letters and sounds.</p> <ul style="list-style-type: none"> - Name and write all upper and lower case letters of the alphabet in random order. - Match consonant and short vowel sounds to the correct letter. - Blend simple cvc sounds into one-syllable words. <p>Use knowledge of structural analysis to decode words.</p> <ul style="list-style-type: none"> - Recognize and decode some common sight words 	<p>OBJECTIVES</p> <p>Demonstrate an understanding of the relationship between letters and sounds.</p> <ul style="list-style-type: none"> - Writes letters to represent spoken sounds of all letters of the alphabet in random order. - Identify and pronounce sounds for consonants, consonant blends (e.g., br, st, fl) and consonant digraphs (e.g., ch, sh, wh, th) accurately in words. - Identify and pronounce sounds for short and long vowels, using patterns (e.g., vc, vcv, cvc, cvcv, cvc silent e) and vowel digraphs (e.g., ea, ee, ie, oa, ai, ay, oo, ow) accurately in words. - Identify and pronounce sounds for r-controlled vowels accurately in one-syllable words (e.g., ar, or, er). - Identify and blend initial letter sounds with common vowel patterns to pronounce one-syllable words (e.g. /g/.../oa/.../t/, goat). <p>Use knowledge of structural analysis to decode words.</p> <ul style="list-style-type: none"> - Identify, read, and understand grade level contractions and compound words. - Identify sound patterns and apply knowledge to decode one-syllable words (e.g., blends, digraph, vowel patterns, r-controlled vowels). - Demonstrate an understanding of representing same sound with different 	<p>OBJECTIVES</p> <p>Demonstrate an understanding of the relationship between letters and sounds.</p> <ul style="list-style-type: none"> - Mastered/Maintained. - Identify and pronounce all vowel diphthongs (e.g., oi, oy, aw, au) and consonant digraphs (e.g., ch, sh, th, wh) accurately in words. - Identify and pronounce sounds for short and long vowels, using patterns (e.g. cvc, cvvc, cvcv, cvc silent e), and vowel digraphs (e.g., ea, ee, ie, oa, ai, ay, oo, ow) accurately in two-syllable words. - Identify and pronounce r-controlled vowel patterns in words (e.g., ar, or, er). - Identify and blend letter sounds to pronounce words. - Identify vowel digraphs accurately in words. (e.g., ea, ee, ie, oa, ai, ay, oo, ow,) <p>Use knowledge of structural analysis to decode words.</p> <ul style="list-style-type: none"> - Identify, read, and understand contractions and compound words. - Identify sound patterns and apply knowledge to decode words (e.g., blends, digraphs, vowels patterns, r-controlled vowels). - Demonstrate an understanding of

<p>Spell words correctly.</p> <ul style="list-style-type: none"> - Hear and write letters to represent single sounds in words. - Spell a small number of grade level words (e.g., you, the, to, is). - Spell first and last name correctly. <p>Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association.)</p> <ul style="list-style-type: none"> - Use knowledge about spelling to predict the spelling of new words. - Associate the spelling of new words with that of known words. 	<p>patterns by decoding these patterns accurately in one-syllable words (e.g., ee, ie, ea, e).</p> <ul style="list-style-type: none"> - Use knowledge of root words and suffixes to decode words (i.e., -ful, ly, -er). - Use letter patterns to decode words (e.g., phonograms/word families/onset and rime: -ack, -ail, -ake). <p>Spell words correctly.</p> <ul style="list-style-type: none"> - Write phonemes heard in words in the correct order. - Hear and write beginning, middle, and ending consonant sounds to spell one-syllable words. - Spell short vowel words with consonant blends and digraphs (e.g., bl, st, nt, sh, wh, th). - Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., bear, gone, could). - Learn the spellings of irregular and difficult words (e.g., river, house, animal). <p>Use spelling strategies to achieve accuracy (e.g., visualization, association.)</p> <ul style="list-style-type: none"> - Use knowledge about spelling to predict the spelling of new words. - Associate the spelling of new words with that of known words and word patterns. - Use spelling generalities to assist spelling of new words (e.g., one vowel between two consonants, silent “e” on the end of a word two vowels together). 	<p>representing same sound with different patterns by decoding these patterns accurately in isolation and in text (e.g., ee, ea, ei, e).</p> <ul style="list-style-type: none"> - Use knowledge of root words and prefixes (e.g., re, un, mis) and suffices (e.g., s, es, ed, ing, est, ly) to decode words. - Use letter and syllable patterns to pronounce multi-syllabic words. <p>Spell words correctly.</p> <ul style="list-style-type: none"> - Mastered/Maintained - Use knowledge of word families, patterns, and common letter combinations to spell new words. - Spell words with short and long vowel sounds, r-controlled words, words with consonant blends, consonant and vowel digraphs. - Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., believe, answer, because, before). <p>Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association.)</p> <ul style="list-style-type: none"> - Use knowledge about spelling to predict the spelling of new words. - Visualize words while writing. - Associate the spelling of new words with that of known words and word patterns. - Use spelling generalities to assist spelling of new words (e.g., one vowel between two consonants, silent “e” on the end of a word two vowels together).
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FLUENCY

Fluency is the ability to read a text accurately, quickly, and expressively with appropriate phrasing and intonation. Fluency is a critical component of reading development that can be developed through instruction. The goal of fluency instruction is not fast reading, but expressive and meaning-filled reading. Automaticity (fast, effortless word recognition) is necessary, but not sufficient, for fluency. Fluency has as much to do with accessing the deeper meaning of the text as it has to do with attending to words on a page. Fluency allows the reader to concentrate on comprehension, but fluent reading does not guarantee comprehension. Fluency instruction should begin in kindergarten as children participate in shared reading with the teacher. Fluent reading can be developed by modeling and having students engage in repeated oral reading of familiar text.

Fluency develops gradually over considerable time and through substantial practice. Students need multiple opportunities to orally and silently read text that is not too difficult. Multiple opportunities allow students to learn to read expressively and discover reading as a pleasurable, meaningful activity. Reading rate and accuracy are important as diagnostic indicators for assessing students' overall reading performance.

Research shows that beginning readers who develop automatic word identification skills are better able to comprehend text. A study conducted with the National Assessment of Educational Progress (NAEP) indicates a strong relationship between oral fluency and silent reading comprehension. Students who scored lower in measures of fluency also scored lower on measures of comprehension.

Reading rates have been shown to be related to reading volume. Children with slower reading rates simply read fewer words than faster readers in the same amount of time. High levels of fluency are related to ample opportunities to practice. Students should never lose sight of the importance of understanding what they read; lessons should be comprehension-oriented, even when smooth and fluent oral reading is being emphasized.

The following are possible suggestions and are not all-inclusive:

Teacher Delivery

1. Provide students with models of fluent reading during read aloud and guided reading lessons.
2. Provide opportunities for students to repeatedly read (3-4 times) a short passage of 50-200 words aloud with guidance and monitoring for fluency.
3. Provide teacher-directed (guided reading) lessons in which children spend the maximum amount of time engaged in reading connected text on an appropriate level (90% or higher accuracy).
4. Provide multiple opportunities with a variety of texts on students' independent reading level (95% or higher accuracy).
5. Provide opportunities to practice through echo reading, choral reading, readers' theater, shared book experience, and paired reading as well as whole group reading.

Informal Assessment

1. Assess word recognition on groups of high-frequency words after learning and practice opportunities have been provided.

2. Listen to individual students read and evaluate whether the reading is word-by-word, more than word-by-word but not in phrases, or in phrases.
3. Listen to individual students read and evaluate accuracy, phrasing, expression, and comprehension.
4. Time a student's reading to determine rate in words per minute.

Differentiation

1. Select short, highly predictable selections that are meant to be read aloud with expression, such as rhyming poetry.
2. Model the initial pages of a text with the students following along in their own texts. Students can read the remainder of the story with greater fluency and fewer misread words.
3. Preview new stories with a pause to allow the student to self-correct when figuring out or encountering a difficult word, prompt helpfully and strategically if needed, and offer specific praise for the student's efforts.
4. Provide frequent uninterrupted reading practice with connected text containing high-frequency words.
5. Provide additional opportunities for students to reread familiar text.
6. Provide students with ample opportunity to read more sophisticated or less sophisticated text.
7. Provide students with models of fluent reading.
8. Provide students with the opportunity to read material on their independent level, in pairs and groups with fluency and expression.

Home Connection

1. Communicate the importance of students and parents reading together daily to improve fluency.
2. Provide appropriate reading material for students to read at home.
3. Instruct parents in instructional models that include rereading and paired reading.
4. Encourage parents to have their children read at home daily:
 - Kindergarten - read to and with, for twenty minutes.
 - First grade - twenty minutes.
 - Second grade - twenty to thirty minutes.
 - Third to sixth grades - forty minutes.

STANDARD 5 FLUENCY Students develop reading fluency to read aloud grade level text effortlessly without hesitation.		
Kindergarten	First Grade	Second Grade
<p>OBJECTIVES</p> <p>Read aloud grade level text with appropriate speed and accuracy.</p> <ul style="list-style-type: none"> - Read alphabet letters in random order with automaticity. - Read numerals from zero to twenty in random order fluency. <p>Read aloud grade level text effortlessly with clarity.</p> <ul style="list-style-type: none"> - Use appropriate intonation and expression during unison oral reading with the teacher. - Read with automaticity approximately 25 high-frequency/sight words. 	<p>OBJECTIVES</p> <p>Read aloud grade level text with appropriate speed and accuracy.</p> <ul style="list-style-type: none"> - Accurately read grade level text at a rate of approximately 40-50 words per minute. <p>Read aloud grade level text effortlessly with clarity.</p> <ul style="list-style-type: none"> - Read grade level text in three-to-four-word phrases using intonation, expression, and punctuation cues. - Read with automaticity first grade high-frequency/sight words. 	<p>OBJECTIVES</p> <p>Read aloud grade level text with appropriate speed and accuracy.</p> <ul style="list-style-type: none"> - Accurately read grade level text at a rate of approximately 60-90 wpm <p>Read aloud grade level text effortlessly with clarity.</p> <ul style="list-style-type: none"> - Read grade level text in three-to-four-word phrases using intonation, expression, and punctuation cues. - Read with automaticity second grade high-frequency/sight words.

VOCABULARY

Vocabulary is critical to comprehension. Students must know what individual words mean within the context of listening, speaking, reading, and writing. Research suggests the proportion of difficult words in text is the single most powerful predictor of text difficulty; a reader's general vocabulary-knowledge is the single best predictor of how well a reader can understand text.

Research shows the average second grade student has a reading vocabulary of about 2,000 to 5,000 words, yet the materials he/she will read in third through ninth grade contain approximately 90,000 different words. According to the best estimates, students need to learn approximately 3,000 to 4,000 words per year just to stay on grade level. The California State Board of Education (1999) recommended that students in early grades read 500,000 to 1,000,000 words per year. Vocabulary acquisition is related to the amount of reading students do both in and out of school.

There are four types of vocabulary: listening, speaking, reading, and writing. Most students whose primary language is English enter kindergarten with speaking vocabularies ranging between 2,500-5,000 words. Generally, first graders can orally use and understand about 6,000 words but have very limited reading vocabularies. By second grade, students' reading vocabularies are growing steadily, with students learning an average of 3,000-4,000 words a year. It would be impossible to teach this number of words directly each year. Thus, it becomes critical that teachers provide explicit vocabulary instruction, motivation, and reading opportunities to develop word knowledge.

The following are possible suggestions and are not all-inclusive:

Teacher Delivery

1. Read aloud challenging text from a variety of genres.
2. Provide explicit instruction on content-specific vocabulary.
3. Provide instruction on vocabulary within the content area being studied.
4. Provide sufficient practice opportunities with vocabulary.
5. Provide instruction for determining meaning through context clues.
6. Provide and promote opportunities for students to independently read from a variety of genres to expand vocabulary.
7. Provide explicit instruction on word structure (e.g., affixes, root words).
8. Provide instruction to deepen students' understanding of vocabulary (e.g., semantic feature analysis, word synonyms, antonyms, multiple meanings of words).
9. Incorporate new vocabulary into teacher's daily dialogue and instructions in order to model vocabulary use and meaning.
10. Provide explicit instruction on high-frequency words.
11. Provide access and instruction to resource material (e.g., dictionary, thesaurus).

Informal Assessment

1. Observe for complexity of vocabulary usage as students read, speak, and write.
2. Informal assessments of vocabulary.

Differentiation

1. Provide a print-rich environment for students to read materials that reflect their interests and maturity levels.
2. Provide opportunities for students to read in content areas where they can apply knowledge of content vocabulary.
3. Present material that matches students' instructional reading levels.
4. Provide opportunities to extend students' speaking and listening level of vocabulary beyond their reading level.
5. Allow students to use multiple resources for vocabulary support.
6. Allow for additional experiences and practice with vocabulary.
7. Allow students to work with a peer.
8. Provide visual and kinesthetic experiences with vocabulary.
9. Provide direct instruction on grammatical features and idioms.
10. Provide simplified text as needed to reinforce vocabulary instruction and word recognition.
11. Support ESL students with vocabulary acquisition by providing:
 - Vocabulary in native language with connections to English.
 - Opportunities to work with English speaking peers.
 - Instruction on grade level concepts (animals, weather) and functions (walk, quiet).
 - Cultural references of vocabulary.

Home Connection

1. Encourage parents to provide time to read together as a family and engage in conversation.
2. Encourage parents to provide experiences and discussions on concepts, observations, and materials read or viewed.
3. Encourage parents to provide opportunities that encourage vocabulary development through promoting reading, by visiting the library, bookstores, and discussing environmental print.
4. Encourage parents to monitor children's time spent watching TV, playing video games, and/or surfing the Internet.
5. Encourage parents to have nightly reading for pleasure in the home.

STANDARD 6 VOCABULARY Students learn and use grade level vocabulary to increase understanding and reading fluency.		
Kindergarten	First Grade	Second Grade
OBJECTIVE Learn new words through listening and reading widely. - Use new vocabulary learned by listening,	OBJECTIVE Learn new words through listening and reading widely. - Use new vocabulary learned by listening,	OBJECTIVE Learn new words through listening and reading widely. - Use new vocabulary learned by listening,

<p>reading, and discussing a variety of genres. (e.g. find a given word on a page.)</p> <ul style="list-style-type: none"> - Learn the meaning of a variety of grade level words (e.g., words from literature, social studies, science, math). - Use resources to learn new words by relating them to known words (e.g., books, charts, word walls, picture dictionary). <p>Use multiple resources to learn new words by relating them to known words and/or concepts.</p> <ul style="list-style-type: none"> - See cell above <p>Use structural analysis and context clues to determine meanings of words.</p> <ul style="list-style-type: none"> - Monitor reading using context to explain the meaning of unknown key words from text read aloud. 	<p>reading, and discussing a variety of genres. (e.g. find a given word on a page.)</p> <ul style="list-style-type: none"> - Learn the meaning of a variety of grade level words (e.g., words from literature, social studies, science, math). - Use resources to learn new words by relating them to known words (e.g., books, charts, word walls, picture dictionaries). <p>Use multiple resources to learn new words by relating them to known words and/or concepts.</p> <ul style="list-style-type: none"> - See cell above <p>Use structural analysis and context clues to determine meanings of words.</p> <ul style="list-style-type: none"> - Identify meanings of words using the root word and known endings (e.g., car, cars; jump, jumped, jumping). - Use context to determine meanings of unknown key words (e.g., The <u>gigantic</u> dog couldn't fit in his new doghouse. - Determine contextually meanings of multiple meaning words. 	<p>reading, and discussing a variety of genres. (e.g. find a given word on a page.)</p> <ul style="list-style-type: none"> - Learn the meaning of a variety of grade level words (e.g., words from literature, social studies, science, math). - Use resources to learn new words by relating them to known words (e.g., books, charts, word walls, picture dictionaries...). <p>Use multiple resources to learn new words by relating them to known words and/or concepts.</p> <ul style="list-style-type: none"> - Use multiple resources to determine the meanings of unknown words (e.g., simple dictionaries, glossaries). - Relate unfamiliar words and concepts to prior knowledge to increase vocabulary (e.g., liquid: milk, water). <p>Use structural analysis and context clues to determine meanings of words.</p> <ul style="list-style-type: none"> - Identify meanings of words using prefixes and suffixes (e.g., do/undo, write/rewrite, happy/happiness, help/helper/helpful). - Use context to determine meanings of unknown key words (e.g., The store clerk <u>glared</u> at the children as they looked at the toys.) - Use context to determine meanings of synonyms, antonyms, homonyms (e.g., sun/son), and multiple-meaning words (e.g., ring).
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COMPREHENSION

The ultimate goal of reading is comprehension. Comprehension is the process of constructing meaning utilizing the reader's existing knowledge, the information in the text, and the purpose for reading. Comprehension requires the reader to apply strategies and monitor his/her understanding of both narrative and informational text. Comprehension is critically important to the development of reading, academic learning in all subject areas and success in today's society.

Research shows there are three critical findings regarding comprehension: (1) Comprehension is a complex cognitive process in which vocabulary plays an important part. (2) Comprehension is an active process that requires intentional and thoughtful interaction between the reader and the text. (3) Teacher preparation is linked to student achievement in comprehension.

Certain key comprehension strategies employed before, during, and after reading need to be taught directly to students in the context of their reading. In explicit comprehension strategy instruction, students learn what the strategy is; why it is important; and how, when, and where to apply it.

Students' awareness and understanding of text organization plays a key role in reading comprehension. Text organizations are the physical presentation of text with headings, subheadings, graphics, and underlying text structure (e.g., compare/contrast, sequence of presentation within narrative or expository text).

The following are possible suggestions and not all-inclusive:

Teacher Delivery

1. Model the process and strategies being taught (e.g., read and think aloud, question, predict, summarize, etc.).
2. Provide explicit instruction in the use of comprehension strategies before, during, and after reading.
3. Provide explicit instruction in:
 - Identifying text structure
 - Activating prior knowledge (e.g., about topic, author, illustrator, genre)
 - Determining importance/main idea
 - Predicting/infering
 - Questioning
 - Monitoring comprehension
 - Clarifying
 - Retelling
 - Summarizing
 - Synthesizing
 - Making connections (e.g., text to self, text to text, text to world)
 - Visualizing

4. Provide explicit instruction on the various expository text structures (e.g. compare/contrast, cause/effect, chronological order, sequence, descriptive).
5. Provide models of delivery (e.g., reciprocal teaching, graphic organizers, Question-Answer-Relationship - QARs).
6. Utilize a variety of texts and genres to develop comprehension.
7. Provide extensive opportunities for reading on an independent level.
8. Utilize flexible grouping practices.
9. Model metacognitive strategies (e.g., fix-up strategies, adjusting reading speed to fit the difficulty of text, checking understanding of what was read).
10. Emphasize comprehension across all eight standards of the Utah Language Arts Core Curriculum.

Informal Assessments

1. Story retellings noting beginning, middle, and ending.
2. Various reading response strategies (e.g., journals, coding text).
3. Discussion of text.

Differentiation

1. Provide students with choices from a wide variety of appropriate materials.
2. Provide clear models and examples of comprehension strategies.
3. Present information visually as well as orally.
4. Utilize flexible grouping practices.
5. Repeat instruction as appropriate.
6. Check frequently for understanding.
7. Pair struggling students with a reading partner when appropriate.
8. Give students opportunities to discuss books with their peers and others.
9. Provide instruction with higher-level thinking skills.

Home Connection

1. Communicate the importance of students and parents reading together daily.
2. Communicate the importance of children reading at home daily.
 - Kindergarten - read to and with, for 15-20 minutes.
 - First grade – 20 minutes.
 - Second grade – 30 minutes.
 - Third through sixth grades – 40 minutes.
3. Encourage parents to discuss and respond to reading material with their children.
4. Help parents to encourage children to read a variety of genres.
5. Encourage parents to visit libraries and bookstores with their children.

STANDARD 7 COMPREHENSION Students understand, interpret, and analyze narrative and informational grade level text.		
Kindergarten	First Grade	Second Grade
<p>OBJECTIVES</p> <p>Identify purposes of text.</p> <ul style="list-style-type: none"> - Discuss purpose for reading. <p>Apply strategies to comprehend text.</p> <ul style="list-style-type: none"> - Relate prior knowledge to make connections text (e.g., text to text, text to self, text to world). - Ask and answer questions about text that are specific types of questions and levels of thinking.. - Make predictions using picture clues title, and prior knowledge. - Make inferences and draw conclusions from text. - Retell identifying key ideas in sequence. - Identify repeated patterns in predictable (e.g., “The sky is falling. The sky is falling”) text. - Compile information from text. 	<p>OBJECTIVES</p> <p>Identify purposes of text.</p> <ul style="list-style-type: none"> - Discuss purpose for reading. - Discuss author’s purpose and audience. <p>Apply strategies to comprehend text.</p> <p>Relate prior knowledge to make connections text (e.g., text to text, text to self, text to world).</p> <ul style="list-style-type: none"> - Ask and answer questions about text read aloud and independently that reflect different levels of thinking. - Make and confirm predictions using picture clues, title, and prior knowledge. - Make inferences and draw conclusions from text. - Identify topic/main idea from text; note details. - Retell using important ideas/events; summarize supporting details in sequence. - Monitor and clarify understanding applying fix-up strategies while interacting with text (e.g., read). - Compile information from text. 	<p>OBJECTIVES</p> <p>Identify purposes of text.</p> <ul style="list-style-type: none"> - Discuss purpose for reading. - Discuss author’s purpose. <p>Apply strategies to comprehend text.</p> <p>Relate prior knowledge to make connections text (e.g., text to text, text to self, text to world).</p> <ul style="list-style-type: none"> - Ask and answer questions about text read aloud and independently that reflect different levels of thinking. - Form mental pictures to aid understanding of text. - Make and confirm predictions while reading using title, picture clues, text, and /or prior knowledge. - Make inferences and draw conclusions from text. - Identify topic/main idea from text; note details. - Summarize important ideas/events; summarize supporting details in sequence. - Monitor and clarify understanding applying fix-up strategies while interacting with text (e.g., re-read, vocabulary clarification, etc.). - Compile information from text.

<p>Recognize and use features of narrative and information text.</p> <ul style="list-style-type: none"> - Identify beginning, middle, and ending of text. View a variety of simple genres: nursery rhymes, fairy tales, poems, realistic fiction, fantasy. - Identify information from pictures. - Recognize information as real/make believe. - View a variety of informational texts (e.g., picture books). 	<p>Recognize and use features of narrative and information text.</p> <ul style="list-style-type: none"> - Identify beginning, middle, and end; characters; setting; problem/resolution. - Identify different genres: nursery rhymes, fairy tales, poems, realistic fiction, fantasy, fables. - Identify information from pictures, captions, and diagrams. - Identify multiple facts in grade level informational text. -Locate facts from informational texts (e.g., picture books, grade level informational books). 	<p>Recognize and use features of narrative and information text.</p> <ul style="list-style-type: none"> - Identify characters, setting, sequence of events, problem/resolution. - Identify different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales. - Identify information from pictures, captions, diagrams, charts, graphs, and table of contents. - Identify multiple facts in grade level informational text. - Locate facts from a variety of informational texts (e.g., newspapers, magazines, books, other resources).
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WRITING

Writing is a process of selecting, organizing, and developing ideas; expressing ideas in effective language; arranging them in logical sequence; and presenting them in standard forms of spelling, handwriting, or word processing. We write to discover what we know, think, and believe, as well as to communicate with others.

Research shows that learning to write well requires frequent practice. Students who learn to write as a process of planning, drafting, and revising develop fluency and control as writers. When students write on topics they care about, for varied audiences and a range of purposes, they find writing purposeful.

Just as students need to be exposed to a wide range of reading materials, students need to develop skills with different writing modes/forms. Research has shown that 50 percent of all the writing produced during high school occurs outside the English class. Developing writing across all subject areas, using different writing modes/forms while integrating content knowledge with personal knowledge, is essential. Writing should begin in the elementary school years, with continuous development throughout a student's school career. Writing is a lifelong powerful tool.

The usefulness of teaching penmanship/handwriting as part of the writing process is really debatable in today's high-tech society. While students are becoming proficient with technology tools at an early age, legible handwriting is a practical asset still needed today. Three-fourths of all elementary schoolwork is still done by hand, and tests often include essay questions. There is little doubt that some time should be devoted to handwriting instruction and practice. Teachers should allocate sufficient time to teach students the skill of penmanship in order to produce legible documents with fluency/automaticity.

The following are possible suggestions and not all-inclusive:

Teacher Delivery

1. Provide explicit instruction in writing through shared, interactive, guided writing and teacher modeling.
2. Teach writing as a recursive process of pre-writing, drafting, revising, editing, and sharing/publishing.
3. Provide students with frequent opportunities and ample time to write.
4. Confer with students, validating strengths and teaching skills at points of need.
5. Teach students to write in different genres for different purposes.
6. Provide instructions in both large and small groups, utilizing mini-lessons as needed.
7. Provide brief, explicit instruction to help students produce letters automatically and retrieve forms rapidly from memory.
8. Devote minimal amounts of time to penmanship instruction and practice.
9. Provide small group instruction for students who are having trouble forming letters in manuscript or cursive.
10. Be consistent by following district instructional style of penmanship (e.g., vertical/traditional, slanted/italicized).
11. Consider teaching a penmanship style most like print in books to students with disabilities in reading.
12. Allow students the choice of manuscript or cursive when using penmanship as a tool for writing.
13. Remember that the goal of penmanship instruction and practice is to produce legible documents created with fluency/automaticity.

14. Provide instruction and practice in penmanship for students to read a variety of styles of print/fonts, including cursive.

Informal Assessment

1. Six-Traits Writing, Six-Traits Plus 1, writing assessments.
2. Rubrics and scoring guides.
3. Holistic writing assessments.
4. Developmental checklists in writing.
5. Writing conferences.

Differentiation

1. Allow students to dictate stories.
2. Simplify students' writing assignments.
3. Allow students to use a word processor.
4. Allow students to write first drafts in their primary language.
5. Assist students in creating storyboards or other illustrations for stories before writing.
6. Provide students with extra time to complete assignments.
7. Allow and encourage students to work with peers.
8. Encourage students to write from self-selected topics.
9. Encourage interest and enthusiasm for writing.
10. Provide students with frequent opportunities for purposeful writing.
11. Encourage and foster accountability for Six-Traits Writing.
12. Develop students' writing in all modes/forms.
13. Facilitate students' utilization of technology and technology tools to produce writing products.
14. Encourage students to use graphic organizers to organize and plan their writing.
15. Encourage students to honor individual student writing efforts, noting positive elements.
16. Allow students choice with forms and styles of penmanship.
17. Allow students to use technology.
18. Emphasize legibility and form with penmanship.

Home Connections

1. Encourage parents to foster writing exploration by providing a variety of materials.
2. Encourage students to write daily at home (e.g., logs, journals).
3. Encourage children to share their writing at home.
4. Encourage writing at home by using a message board to communicate.
5. Encourage functional writing at home (e.g., thank you notes, messages, and labels).
6. Facilitate the appropriate use of technology and writing tools in the home (e.g., computer, dictionary).

7. Encourage parents to act as role models for writing, as well as noting other models for writing found in the home (e.g., authors' writing, newspapers, letters, advertisements).
8. Encourage parents to communicate the importance of legibility, form, and style, with penmanship.
9. Communicate to parents the district preferred style for letter formation to eliminate early confusion for preschoolers and students beginning the letter formation process.
10. Communicate to parents the value of technology as a tool for writing in today's world.

STANDARD 8 WRITING Students write daily to communicate effectively for a variety of purposes and audiences.		
Kindergarten	First Grade	Second Grade
<p>OBJECTIVES</p> <p>Prepare to write by gathering and organizing information and ideas (pre-writing).</p> <ul style="list-style-type: none"> - Generate ideas for writing by listening, talking, drawing, looking at literature and informational text, being read to, and reflecting on personal experiences. Select topics from generated ideas for a purpose. <p>Compose a written draft.</p> <ul style="list-style-type: none"> - Draft ideas on paper, utilizing pictures with labels/words. - Select appropriate words to convey meaning. 	<p>OBJECTIVES</p> <p>Prepare to write by gathering and organizing information and ideas (pre-writing).</p> <ul style="list-style-type: none"> - Generate ideas for writing by listening, talking, drawing, looking at literature and informational text, being read to, and reflecting on personal experiences. Select topics from generated ideas for a purpose. - Identify audience for writing. <p>Compose a written draft.</p> <ul style="list-style-type: none"> - Draft ideas on paper in an organized manner (e.g., beginning middle, end) utilizing word and sentence. - Select appropriate words to convey meaning. 	<p>OBJECTIVES</p> <p>Prepare to write by gathering and organizing information and ideas (pre-writing).</p> <ul style="list-style-type: none"> - Generate ideas for writing by reading, discussing literature and informational text, being read to, and reflecting on personal experiences. Select topics from generated ideas for a purpose. - Identify audience, purpose, and form for writing. - Use simple graphic organizers to organize information. <p>Compose a written draft.</p> <ul style="list-style-type: none"> - Draft ideas on paper in an organized manner utilizing words and sentences (e.g., beginning, middle end; main idea; details). - Use voice in writing (e.g., express feeling,

<p>Revise by elaborating and clarifying a written draft.</p> <p>Edit written draft for conventions</p> <ul style="list-style-type: none"> - Edit writing of first name and last name appropriate capital and lower case letters use correct spacing. - Edit writing for the spelling of a key word. <p>Use fluent and legible handwriting to communicate.</p> <ul style="list-style-type: none"> - Print all upper-and lower-case letters of the alphabet and numerals 0-9 using proper form, proportions, and spacing. - Write with increasing fluency in forming manuscript letters and numerals. - Write name legibly using correct manuscript form. 	<p>Revise by elaborating and clarifying a written draft.</p> <ul style="list-style-type: none"> - Revise draft to add details. - Revise draft using descriptive words. - Write in complete sentence <p>Edit written draft for conventions</p> <ul style="list-style-type: none"> - Edit writing for capitals in names, first word of a sentence, the pronoun: “ I” all proper nouns and correct ending punctuation (i.e., periods, question marks) use correct spacing. - Edit for spelling of grade level-appropriate word (e.g., would, down, made, write). - Edit for standard grammar (e.g., complete sentence. - Edit for appropriate formatting features (i.e., spacing, margins, titles). - Copy drafts correctly. <p>Use fluent and legible handwriting to communicate.</p> <ul style="list-style-type: none"> - Print all upper-and lower-case letters of the alphabet and numerals 0-9 using proper form, proportions, and spacing. - Write with increasing fluency in forming manuscript letters and numerals. - Produce legible documents with manuscript handwriting. Proof read for penmanship 	<p>opinions).</p> <ul style="list-style-type: none"> - Select appropriate and descriptive words to convey meaning. <p>Revise by elaborating and clarifying a written draft.</p> <ul style="list-style-type: none"> - Revise draft to add details, strengthen word choice, and reorder content for self and others. - Enhance fluency by using complete sentences - Revise writing, considering the suggestions <p>Edit written draft for conventions</p> <p>Edit writing for capitals (names, first word of a sentence, the pronoun “I” all proper nouns), correct punctuation of sentence endings, greetings and closings of letters, dates, and contractions.</p> <p>Edit for spelling of grade level-appropriate words.</p> <ul style="list-style-type: none"> - Edit for standard grammar (e.g., subject-verb agreement. - Edit for appropriate formatting features (e.g., margins, indentations, titles). - Copy drafts correctly. <p>Use fluent and legible handwriting to communicate.</p> <ul style="list-style-type: none"> - Print all upper-and lower-case letters of the alphabet and numerals 0-9 using proper form, proportions, and spacing. - Increase fluency in forming manuscript letters and numerals - Produce legibly documents with manuscript handwriting. Proof read for penmanship
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<p>Write in different forms and genres.</p> <ul style="list-style-type: none"> - Produce personal writing (e.g., All About Me books, notes). - Produce traditional and imaginative stories, narrative and formula poetry as a shared writing activity. - Produce functional text (e.g., ABC books, labels, signs). - Share illustrations and writing with others. - Take part in producing group products. 	<p>Write in different forms and genres.</p> <ul style="list-style-type: none"> - Produce personal writing (e.g., journals, lists, friendly notes and letters, personal experiences, family stories, literature responses). - Produce traditional and imaginative stories, narrative and formula poetry as a shared writing activity. - Produce functional text (e.g., ABC books, lists, labels, signs, how-to books, observations). - Answer questions using a complete sentence (e.g., tests/essays). - Shared writing with others using illustrations to add meaning to published works. - Publish group and individual products. 	<p>Write in different forms and genres.</p> <ul style="list-style-type: none"> - Produce personal writing (e.g., journals, lists, friendly notes and letters, personal experiences, family stories, literature responses). - Produce traditional and imaginative stories, narrative and formula poetry as a shared writing activity. - Produce informational text (e.g., ABC books, lists, labels, signs, how-to books, observations). - Answer questions using a complete sentence (e.g., tests/essays). - Produce writing to persuade (e.g., express opinions). - Produce functional texts (e.g., lists, labels, signs). - Share writing with others using illustrations, graphs, and/or charts to add meaning. - Publish group individual products.
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