

We can use the
sound and spelling
patterns we know
to read new words.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

R1.1 Recognize and use knowledge of spelling patterns when reading.

We can divide
words into syllables.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

R1.2 Apply knowledge of basic syllabication rules when reading.

We can decode
two-syllable nonsense
words and regular
two and three syllable
words.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

R1.3 Decode two-syllable nonsense words and regular multisyllable words.

We can recognize
common abbreviations.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

R1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).

We can
find and say
the plural form of
regular and irregular
nouns.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

R1.5 Identify and correctly use regular plurals and irregular plurals.

We can
read fluently
and with expression.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

R1.6 Read aloud fluently and accurately and with appropriate intonation
and expression.

We can use
and explain
antonyms
and synonyms.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development
Vocabulary and Concept Development
R1.7 Understand and explain common antonyms and synonyms.

We can figure out
compound words
and words with
multiple meanings.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

Vocabulary and Concept Development

R1.8 Use knowledge of individual words in unknown compound words
to predict their meaning.

We can find and use
prefixes and suffixes
correctly.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

Vocabulary and Concept Development

R1.9 Know the meaning of simple prefixes and suffixes.

We can find words
that have
multiple meanings.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development
Vocabulary and Concept Development
R1.10 Identify simple multiple-meaning words.

We can find
information in titles,
tables of content,
and chapter headings.

Reading: Reading Comprehension

Structural Features of Informational Materials

R2.1 Use titles, tables of contents, and chapter headings
to locate information in expository text.

We can explain
the purpose
for reading.

Reading: Reading Comprehension
Comprehension and Analysis of Grade-Level-Appropriate Text
R2.2 State the purpose in reading.

We can think
of the author's purpose
to understand
what we read.

Reading: Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

R2.3 Use knowledge of the author's purpose(s) to comprehend informational text.

We can
ask clarifying questions
about significant parts
of our reading .

Reading: Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

R2.4 Ask clarifying questions about essential textual elements of exposition.

We can retell stories
using facts and details
to clarify and organize
ideas.

Reading: Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

R2.5 Restate facts and details in the text to clarify and organize ideas.

We can find
cause and effect
relationships
in our reading.

Reading: Reading Comprehension
Comprehension and Analysis of Grade-Level-Appropriate Text
R2.6 Recognize cause-and-effect relationships in a text.

We can
find information
in diagrams, charts,
and graphs.

Reading: Reading Comprehension
Comprehension and Analysis of Grade-Level-Appropriate Text
R2.7 Interpret information from diagrams, charts, and graphs.

We can follow
two-step
written instructions.

Reading: Reading Comprehension
Comprehension and Analysis of Grade-Level-Appropriate Text
R2.8 Follow two-step written instructions.

We can
compare and contrast
plots, settings,
and characters.

Reading: Reading Comprehension

Narrative Analysis

R3.1 Compare and contrast plots, settings, and characters
presented by different authors.

We can make up
new endings
to stories
and explain how
they change the story.

Reading: Reading Comprehension

Narrative Analysis

R3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.

We can compare
and contrast
similar stories
from different cultures.

Reading: Reading Comprehension

Narrative Analysis

R3.3 Compare and contrast different versions of the same stories
that reflect different cultures.

We can identify
the rhythm, rhyme,
and alliteration
in poems.

Reading: Reading Comprehension
Narrative Analysis

R3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.

We can
group our ideas
in order to
focus on a single topic.

Writing: Writing Strategies
Organization and Focus

W1.1 Group related ideas and maintain a consistent focus.

We can
write neatly.

Writing: Writing Strategies

Penmanship

W1.2 Create readable documents with legible handwriting.

We can
explain the purpose
of different materials,
such as a dictionary,
a thesaurus, or an atlas.

Writing: Writing Strategies
Research

W1.3 Understand the purposes of various reference materials.

We can improve the
sequence and details
of our writing
by revising it.

Writing: Writing Strategies
Evaluation and Revision

W1.4 Revise original drafts to improve sequence and provide more descriptive detail.

We can write personal stories that have a logical sequence and describe setting, characters and events in detail.

Writing: Writing Applications

Genres and Their Characteristics

W2.1 Write brief narratives based on their experiences:

- a. Move through a logical sequence of events.
- b. Describe the setting, characters, objects, and events in detail.

We can write
a friendly letter
complete with date,
salutation, body,
closing and signature.

Writing: Writing Applications
Genres and Their Characteristics

W2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

We can use
complete sentences
when we write.

Writing: Written and Oral English Language Conventions
Sentence Structure

LC1.1 Distinguish between complete and incomplete sentences.

We can recognize
and use sentences
that make sense.

Writing: Written and Oral English Language Conventions
Sentence Structure

LC1.2 Recognize and use the correct word order in written sentences.

We can explain what
nouns, pronouns,
and verbs are
and use them correctly.

Writing: Written and Oral English Language Conventions

Grammar

LC1.3 Identify and correctly use various parts of speech, including nouns and verbs,
in writing and speaking.

We can
use commas correctly
in letter greetings
and closings, dates,
and words in a series.

Writing: Written and Oral English Language Conventions

Punctuation

LC1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.

We can use
quotation marks
correctly.

Writing: Written and Oral English Language Conventions

Punctuation

LC1.5 Use quotation marks correctly.

We can use capital letters
for proper nouns,
beginning and ending
sentences, greetings,
and abbreviations.

Writing: Written and Oral English Language Conventions

Capitalization

LC1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

We can
spell correctly
high frequency words.

Writing: Written and Oral English Language Conventions

Spelling

LC1.7 Spell frequently used, irregular words correctly.

We can use the
sound and spelling
patterns to spell
words correctly.

Writing: Written and Oral English Language Conventions

Spelling

LC1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.

We can explain
why it is important
to listen.

Listening and Speaking: Listening and Speaking Strategies
Comprehension

LS1.1 Determine the purpose or purposes of listening.

We can ask
clarifying questions
to understand
what we read.

Listening and Speaking: Listening and Speaking Strategies
Comprehension

LS1.2 Ask for clarification and explanation of stories and ideas.

We can say
in our own words
what someone else
has said.

Listening and Speaking: Listening and Speaking Strategies
Comprehension

LS1.3 Paraphrase information that has been shared orally by others.

We can
give and follow
three - and four - step
spoken directions.

Listening and Speaking: Listening and Speaking Strategies

Comprehension

LS1.4 Give and follow three-and four-step oral directions.

We can
organize our ideas
to keep a clear focus
when speaking.

Listening and Speaking: Listening and Speaking Strategies
Organization and Delivery of Oral Communication
LS1.5 Organize presentations to maintain a clear focus.

We can speak clearly
so others
can understand us.

Listening and Speaking: Listening and Speaking Strategies

Organization and Delivery of Oral Communication

LS1.6 Speak clearly and at an appropriate pace for the type of communication.

We can retell a story
with the main events
in a logical sequence.

Listening and Speaking: Listening and Speaking Strategies
Organization and Delivery of Oral Communication
LS1.7 Recount experiences in a logical sequence.

We can retell stories
using plot,
setting,
and characters.

Listening and Speaking: Listening and Speaking Strategies
Organization and Delivery of Oral Communication
LS1.8 Retell stories, including characters, setting, and plot.

We can
talk about a topic
using facts and details.

Listening and Speaking: Listening and Speaking Strategies
Organization and Delivery of Oral Communication
LS1.9 Report on a topic with supportive facts and details.