

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 Know and use complex word families when reading  
to decode unfamiliar words.

We can  
figure out words  
with many syllables.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

**Decoding and Word Recognition**

R1.2 Decode regular multisyllabic words.

We can  
read fluently,  
accurately,  
and with expression.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

**Decoding and Word Recognition**

R1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

We can use our  
understanding of  
antonyms, synonyms,  
homophones, and  
homographs  
to figure out new words.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

**Vocabulary and Concept Development**

R1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.

We can  
explain how  
words are related.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

**Vocabulary and Concept Development**

R1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations.

We can use the  
sentence and word  
context  
to figure out  
the meaning of new  
words.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

**Vocabulary and Concept Development**

R1.6 Use sentence and word context to find the meaning of unknown words.

We can  
use a dictionary  
to learn the meaning  
of a new word.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development  
**Vocabulary and Concept Development**

R1.7 Use a dictionary to learn the meaning and other features of unknown words.

We can use  
prefixes and suffixes  
to understand the  
meaning  
of new words.

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development

**Vocabulary and Concept Development**

R1.8 Use knowledge of prefixes and suffixes to determine the meaning of words.

We can use titles,  
tables of content,  
chapter headings,  
glossaries, and indexes  
to find information.

Reading: Reading Comprehension

**Structural Features of Informational Materials**

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

We can ask questions  
and explain answers by  
connecting what we know  
to information we read.

Reading: Reading Comprehension

**Comprehension and Analysis of Grade-Level-Appropriate Text**

R2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

We can show we  
understand what we read  
by finding answers  
in our reading.

Reading: Reading Comprehension  
**Comprehension and Analysis of Grade-Level-Appropriate Text**  
R2.3 Demonstrate comprehension by identifying answers in the text.

We can remember  
the main parts of a story,  
make predictions  
and change them.

Reading: Reading Comprehension

**Comprehension and Analysis of Grade-Level-Appropriate Text**

R2.4 Recall major points in the text and make and modify predictions  
about forthcoming information.

We can tell  
the difference between  
main idea and  
supporting details.

Reading: Reading Comprehension

**Comprehension and Analysis of Grade-Level-Appropriate Text**

R2.5 Distinguish the main idea and supporting details in expository text.

We can find important information in our reading, including problems and solutions.

Reading: Reading Comprehension  
**Comprehension and Analysis of Grade-Level-Appropriate Text**  
R2.6 Extract appropriate and significant information from the text, including problems and solutions.

We can follow  
written directions  
with many steps.

Reading: Reading Comprehension  
**Comprehension and Analysis of Grade-Level-Appropriate Text**  
R2.7 Follow simple multiple-step written instructions.

We can tell the difference  
between common forms  
of literature, such as  
poems, plays, fiction,  
and non-fiction.

Reading: Literary Response and Analysis  
**Structural Features of Literature**

R3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).

We can understand  
the basic plot in  
fairy tales, myths,  
folktales, legends, and  
fables  
from around the world.

Reading: Literary Response and Analysis

**Narrative Analysis of Grade-Level-Appropriate Text**

R3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends,  
and fables from around the world.

We can understand  
different types of characters  
by what they say or do  
and by how the author  
and illustrator  
portray them.

Reading: Literary Response and Analysis  
**Narrative Analysis of Grade-Level-Appropriate Text**  
R3.3 Determine what characters are like by what they say or do  
and by how the author or illustrator portrays them.

We can understand that there are themes in literature and that the author has a point of view or a message.

Reading: Literary Response and Analysis

**Narrative Analysis of Grade-Level-Appropriate Text**

R3.4 Determine the underlying theme or author's message in fiction and nonfiction text.

We can show when  
authors use literary devices  
like alliteration  
to make literature more  
rhythmic and enjoyable.

Reading: Literary Response and Analysis

**Narrative Analysis of Grade-Level-Appropriate Text**

R3.5 Recognize the similarities of sounds in words and rhythmic patterns  
(e.g., alliteration, onomatopoeia) in a selection.

We can figure out  
who the speaker is  
in a narrative selection.

Reading: Literary Response and Analysis  
**Narrative Analysis of Grade-Level-Appropriate Text**  
R3.6 Identify the speaker or narrator in a selection.

We can  
write a paragraph  
with a topic sentence  
and supporting details.

Writing: Writing Strategies  
**Organization and Focus**

W1.1 Create a single paragraph:

- a. Develop a topic sentence.
- b. Include simple supporting facts and details.

We can write neatly  
in cursive or joined italics,  
leaving margins  
and correct spacing  
between words.

Writing: Writing Strategies

**Penmanship**

W1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.

We can use a dictionary,  
an atlas, a glossary  
or an encyclopedia.

Writing: Writing Strategies

**Research**

W1.3 Understand the structure and organization of various reference materials  
(e.g., dictionary, thesaurus, atlas, encyclopedia).

We can improve the  
sequence and quality  
of our writing  
by using a guideline.

Writing: Writing Strategies  
**Evaluation and Revision**

W1.4 Revise drafts to improve the coherence and logical progression of ideas  
by using an established rubric.

We can write a story that includes a context for the plot, details that develop the plot, and reasons why the story is worth writing about.

Writing: Writing Applications

**Genres and their characteristics**

W2.1 Write narratives:

- a. Provide a context within which an action takes place.
- b. Include well-chosen details to develop the plot.
- c. Provide insight into why the selected incident is memorable.

We can write  
descriptions that include  
sensory details  
to support impressions  
of people, places, things,  
or experiences.

Writing: Writing Applications

**Genres and their characteristics**

W2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

We can write proper personal and formal letters, thank-you notes, and invitations that state a purpose, and that include the date, proper salutation, body, closing, and signature.

Writing: Writing Applications

**Genres and their characteristics**

W2.3 Write personal and formal letters, thank-you notes, and invitations:

- a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.
- b. Include the date, proper salutation, body, closing, and signature.

We can understand,  
speak,  
and write in correct  
declarative, interrogative,  
imperative, and  
exclamatory sentences.

Written and Oral English Language Conventions

**Sentence Structure**

LC1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

We can identify  
subjects and verbs  
that match the pronouns,  
adjectives, compound words,  
and articles  
when speaking or writing.

Written and Oral English Language Conventions  
**Grammar**

LC1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.

We can use verbs  
correctly in the past,  
present,  
and future tenses  
when speaking  
and writing.

Written and Oral English Language Conventions  
**Grammar**

LC1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.

We can find and use  
subjects and verbs  
correctly when speaking  
and writing.

Written and Oral English Language Conventions  
**Grammar**

LC1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.

We can use  
the correct punctuation  
in dates, city and state,  
and titles of books.

Written and Oral English Language Conventions  
**Punctuation**

LC1.5 Punctuate dates, city and state, and titles of books correctly.

We can use commas  
correctly in dates,  
locations, and addresses  
and for a series of items.

Written and Oral English Language Conventions

**Punctuation**

LC1.6 Use commas in dates, locations, and addresses and for items in a series.

We can use  
capital letters correctly  
in names, holidays,  
historical periods,  
and special events.

Written and Oral English Language Conventions  
**Capitalization**

LC1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.

We can spell correctly words with more than one syllable that have blends, contractions, compounds, and spelling patterns.

Written and Oral English Language Conventions

**Spelling**

LC1.8 Spell correctly one-syllable words that have blends, contractions, compounds, and orthographic patterns.

We can  
arrange words  
in alphabetic order.

Written and Oral English Language Conventions

**Spelling**

LC1.9 Arrange words in alphabetic order.

We can retell  
and explain  
what someone  
else has said.

Listening and Speaking: Listening and Speaking Strategies  
**Comprehension**

LS1.1 Retell, paraphrase, and explain what has been said by a speaker.

We can relate  
our personal experiences,  
thoughts, and ideas  
to what others say.

Listening and Speaking: Listening and Speaking Strategies  
**Comprehension**

LS1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.

We can respond  
to questions  
with proper details.

Listening and Speaking: Listening and Speaking Strategies  
**Comprehension**

LS1.3 Respond to questions with appropriate elaboration.

We can identify  
the musical elements  
of literary language,  
such as rhymes and  
repeated sounds.

Listening and Speaking: Listening and Speaking Strategies

**Comprehension**

LS1.4 Identify the musical elements of literary language  
(e.g., rhymes, repeated sounds, instances of onomatopoeia).

We can  
organize our ideas  
in sequential order  
or around  
major points of information.

Listening and Speaking: Listening and Speaking Strategies

**Organization and Delivery of Oral Communication**

LS1.5 Organize ideas chronologically or around major points of information.

We can provide  
a beginning, a middle,  
and an end,  
including details,  
to develop a central idea.

Listening and Speaking: Listening and Speaking Strategies

**Organization and Delivery of Oral Communication**

LS1.6 Provide a beginning, a middle, and an end, including concrete details  
that develop a central idea.

We can use clear  
and specific vocabulary  
to share ideas and  
establish a tone.

Listening and Speaking: Listening and Speaking Strategies  
**Organization and Delivery of Oral Communication**

LS1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.

We can clarify  
and improve  
oral presentations  
by using visual aids,  
like pictures and charts.

Listening and Speaking: Listening and Speaking Strategies

**Organization and Delivery of Oral Communication**

LS1.8 Clarify and enhance oral presentations through the use of appropriate props  
(e.g., objects, pictures, charts).

We can read aloud  
prose and poetry with  
fluency, rhythm, and pace,  
using proper intonation to  
emphasize significant  
parts.

Listening and Speaking: Listening and Speaking Strategies

**Organization and Delivery of Oral Communication**

LS1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.

We can compare ideas  
and points of view  
in a broadcast  
and a printed article.

Listening and Speaking: Listening and Speaking Strategies

**Analysis and Evaluation of Oral and Media Communications**

LS1.10 Compare ideas and points of view expressed in broadcast and print media.

We can distinguish  
between the  
speaker's opinions  
and actual facts.

Listening and Speaking: Listening and Speaking Strategies  
**Analysis and Evaluation of Oral and Media Communications**  
LS1.11 Distinguish between the speaker's opinions and verifiable facts.

We can give oral presentations  
that include  
a context for the plot,  
details that develop the plot,  
characters, and setting,  
and reasons why the story  
is worth sharing.

Listening and Speaking: Speaking Applications

LS2.1 Make brief narrative presentations:

- a. Provide a context for an incident that is the subject of the presentation.
- b. Provide insight into why the selected incident is memorable.
- c. Include well-chosen details to develop character, setting, and plot.

We can plan and present  
a dramatization of  
experiences, stories,  
poems, or plays speaking  
clearly and with proper  
tone.

Listening and Speaking: Speaking Applications

LS2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.

We can make descriptive presentations that include sensory details to support our impressions of people, places, things or experiences.

Listening and Speaking: Speaking Applications

LS2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.