

7. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;

(i) listen actively

(ii) ask relevant questions to clarify information

(iii) answer questions using multi-word responses

(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;

(i) follow oral instructions that involve a short, related sequence of actions

(ii) restate oral instructions that involve a short, related sequence of actions

(iii) give oral instructions that involve a short, related sequence of actions

(C) share oral language with others

- (i) demonstrate phonological awareness by producing a series of rhyming words
 - (ii) demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words
 - (iii) demonstrate phonological awareness by distinguishing between long and short vowel sounds in multi-syllable words
 - (iv) demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed
 - (v) demonstrate phonological awareness by manipulating phonemes within base words
- (B) demonstrate and apply phonetic knowledge by: i. decoding words with short, long, or variant vowels, trigraphs, and blends; ii. decoding words with silent letters such as knife and gnat; iii. decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; iv. decoding compound words, contractions, and common abbreviations; v. decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCC; vi. decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and vii. identifying and reading high-frequency words from a research-based list;
- (i) demonstrate phonetic knowledge by decoding words with short, long, or variant vowels
 - (ii) demonstrate phonetic knowledge by decoding words with trigraphs
 - (iii) demonstrate phonetic knowledge by decoding words with blends
 - (iv) demonstrate phonetic knowledge by decoding words with silent letters
 - (v) demonstrate phonetic knowledge by decoding multisyllabic words with closed syllables
 - (vi) demonstrate phonetic knowledge by decoding multisyllabic words with open syllables
 - (vii) demonstrate phonetic knowledge by decoding multisyllabic words with VCe syllables
 - (viii) demonstrate phonetic knowledge by decoding multisyllabic words with vowel teams, including digraphs
 - (ix) demonstrate phonetic knowledge by decoding multisyllabic words with vowel teams, including diphthongs
 - (x) demonstrate phonetic knowledge by decoding multisyllabic words with r-controlled syllables
 - (xi) demonstrate phonetic knowledge by decoding multisyllabic words with final stable syllables
 - (xii) demonstrate phonetic knowledge by decoding compound words
 - (xiii) demonstrate phonetic knowledge by decoding contractions
 - (xiv) demonstrate phonetic knowledge by decoding common abbreviations
 - (xv) demonstrate phonetic knowledge by decoding words using knowledge of syllable division patterns
 - (xvi) demonstrate phonetic knowledge by decoding words with prefixes, including un-
 - (xvii) demonstrate phonetic knowledge by decoding words with prefixes, including re-
 - (xviii) demonstrate phonetic knowledge by decoding words with prefixes, including dis-
 - (xix) demonstrate phonetic knowledge by decoding words with 688 phonetic knowledge by decoding words with

(i) alphabetize a series of words

(ii)

- (iv) identify homographs
- (v) use antonyms
- (vi) use synonyms
- (vii) use idioms
- (viii) use homographs
- (ix) explain the meaning of antonyms in

- (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
 - (i) make predictions using text features
 - (ii) make predictions using characteristics of genre
 - (iii) make predictions using structures
 - (iv) correct or confirm predictions using text features+C1740+C183
 - (v) correct or confirm predictions using characteristics of genre
 - (vi) correct or confirm predictions using structures
 - (D) create mental images to deepen understanding;
 - (i) create mental images to deepen understanding
 - (E) make connections to personal experiences, ideas in other texts, and society;
 - (i) make connections to personal experiences
 - (ii) make connections to ideas in other texts
 - (iii) make connections to society
 - (F) make inferences and use evidence to support understanding;
 - (i) make inferences to support understanding
 - (ii) use evidence to support understanding
 - (G) evaluate details read to determine key ideas;
 - (i) evaluate details read to determine key ideas
 - (H) synthesize information to create new understanding; and
 - (i) synthesize information to create new understanding
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.
 - (i) monitor comprehension
 - (ii) make adjustments when understanding breaks down
- (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe personal connections to a variety of sources;
 - (i) describe personal connections to a variety of sources
 - (B) write brief comments on literary or informational texts that demonstrate an understanding of the text;
 - (i) write brief comments on literary or informational texts that demonstrate an understanding of the text
 - (C) use text evidence to support an appropriate response;
 - (i) use text evidence to support an appropriate response
 - (D) retell and paraphrase texts in ways that maintain meaning and logical order;
 - (i) retell texts in ways that maintain meaning
 - (ii) retell texts in ways that maintain logical order

(9) Multiple genres: listening,

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) discuss the author's purpose for writing text;

(i) discuss the author's purpose for writing text

(B) discuss how the use of text structure contributes to the author's purpose;

(i) discuss how the use of text structure contributes to the author's purpose

(C) discuss the author's use of print and graphic features to achieve specific purposes;

(i) discuss the author's purposes;

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(D) edit drafts using standard English conventions, including: i. complete sentences with subject-verb agreement; ii. past, present, and future verb tense; iii. singular, plural, common, and proper no/o-28.67.02 -0 0 10.02 92.9ET0 s4t

(F) cite sources appropriately; and

(i) cite sources appropriately

(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

(i) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results