

**VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS**  
**Grades PreK – 3**

1.0 General Reading Processes: Phonemic Awareness: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>A. Phonemic Awareness</b></p> <p><b>1. Discriminate sounds and words</b></p> <p>a. Tell whether sounds are same or different</p> <p>b. Recognize that letters represent sounds</p> <p>c. Identify and repeat initial sounds in words</p> <p>d. Classify words by initial sounds</p> <p><b>2. Discriminate and produce rhyming words and alliteration</b></p> <p>a. Repeat rhyming words</p> <p>b. Repeat phrases and sentences with alliteration</p> <p>c. Discriminate rhyming words from non-rhyming words</p> <p><b>3. Blend sounds and syllables to form words</b></p> <p>a. Orally blend syllables into a whole word, such as fun-ny=funny</p> <p><b>4. Segment sounds in spoken words and sentences</b></p> <p>a. Clap words in a sentence</p> <p>b. Identify the initial sound in a word</p> <p><i>54. I'd Like to Visit a Place Where...; Part A</i></p>	<p><b>A. Phonemic Awareness</b></p> <p><b>1. Discriminate sounds and words</b></p> <p>a. Identify whether isolated sounds are same or different</p> <p>b. Identify initial and final sounds in a word</p> <p>c. Categorize words as same or different by initial or final sounds</p> <p><b>2. Discriminate and produce rhyming words and alliteration</b></p> <p>a. Repeat and produce rhyming words</p> <p>b. Identify and repeat sentences that use alliteration</p> <p><b>3. Blend sounds and syllables to form words</b></p> <p>a. Orally blend syllables into a whole word, such as fun-ny=funny</p> <p>b. Orally blend onset and rimes (word families) into a whole word, such as b-at=bat</p> <p>c. Orally blend 2-3 phonemes into one syllable words, such as m-e=me; f-u-n=fun</p> <p><b>4. Segment and manipulate sounds in spoken words and sentences</b></p> <p>a. Clap words in a sentence</p> <p>b. Clap syllables in a word</p> <p>c. Say syllables</p> <p>d. Identify the initial sound in a word</p> <p>e. Segment individual sounds in words</p> <p>f. Substitute initial sounds in words to form new words</p> <p><i>54. I'd Like to Visit a Place Where...; Part A</i></p>	<p><b>A. Phonemic Awareness</b></p> <p><b>1. Discriminate sounds and words</b></p> <p>a. Identify initial, medial, and final sounds in one-syllable words</p> <p>b. Compare one-syllable words using initial, medial, and final sounds</p> <p>c. Categorize words as same or different by medial sounds</p> <p><b>2. Discriminate and produce rhyming words and alliteration</b></p> <p>a. Produce sentences with rhyming and alliteration</p> <p><b>3. Blend sounds and syllables to form words</b></p> <p>a. Blend 3-4 phonemes into a word, such as f-a-s-t=fast</p> <p><b>4. Segment and manipulate sounds in spoken words</b></p> <p>a. Segment words into syllables</p> <p>b. Segment one-syllable words into phonemes</p> <p>c. Delete sounds to form new words</p> <p>d. Add sounds to form new words</p> <p>e. Substitute sounds to form new words</p>	<p><b>A. Phonemic Awareness</b></p>	<p><b>A. Phonemic Awareness</b></p>

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1.0 General Reading Processes: Phonemic Awareness: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3

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1.0 General Reading Processes: Phonics: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>B. Phonics</b></p> <ol style="list-style-type: none"> <li>1. Recognize that letters have corresponding sounds               <ol style="list-style-type: none"> <li>a. Recognize similarities and differences in letter shapes</li> <li>b. Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p</li> </ol> </li>   <li>2. Decode words in grade-level texts               <ol style="list-style-type: none"> <li>a. Identify and name some upper and lower case letters in words, especially those in the student's own name</li> </ol> </li> </ol>	<p><b>B. Phonics</b></p> <ol style="list-style-type: none"> <li>1. Identify letters and corresponding sounds               <ol style="list-style-type: none"> <li>a. Identify in isolation all upper and lower case letters of the alphabet</li> <li>b. Identify letters matched to sounds</li> <li>c. Generate the sounds associated with individual letters and letter patterns, such as s-, st-, -at, -ack, -ed</li> </ol> </li>   <li>2. Decode words in grade-level texts               <ol style="list-style-type: none"> <li>a. Identify similarities and differences in letters and words</li> <li>b. Blend letter sounds in one-syllable words (CVC)</li> <li>c. Use onset and rime (word families) to decode one-syllable words</li> </ol> </li> </ol>	<p><b>B. Phonics</b></p> <ol style="list-style-type: none"> <li>1. Identify letters and corresponding sounds               <ol style="list-style-type: none"> <li>a. Produce letter/sound correspondences rapidly (1 per second)</li> <li>b. Combine sounds to form letter combinations, such as pl-, bl-, tr-, -nt</li> </ol> </li>   <li>2. Decode words in grade-level texts               <ol style="list-style-type: none"> <li>a. Recognize and apply short vowels, long vowels, and "y" as a vowel</li> <li>b. Decode words with letter combinations, such as consonant digraphs, blends, and special vowel patterns</li> <li>c. Read one-syllable words fluently (CVC, CVCE)</li> <li>d. Use known word/part to decode unknown words, such as car → card</li> </ol> </li> </ol>	<p><b>B. Phonics</b></p> <ol style="list-style-type: none"> <li>1. Identify letters and their corresponding sounds               <ol style="list-style-type: none"> <li>a. Identify digraphs, such as ch, ph, sh, th, and wh</li> <li>b. Identify diphthongs, such as oy, ow, ay</li> </ol> </li>   <li>2. Decode words in grade-level texts               <ol style="list-style-type: none"> <li>a. Use phonics to decode words</li> <li>b. Break compound words, contractions, and inflectional endings into known parts</li> <li>c. Identify and apply vowel patterns to read words, such as CVC, CVCE, CVVC</li> <li>d. Read blends fluently, such as spl, str</li> </ol> </li> </ol>	<p><b>B. Phonics</b></p> <ol style="list-style-type: none"> <li>1. Use a variety of phonetic skills to read unfamiliar words               <ol style="list-style-type: none"> <li>a. Apply phonics skills <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>➤ <i>Hard and soft consonants</i></li> <li>➤ <i>Initial consonant blends (2 letters)</i></li> <li>➤ <i>Vowel patterns</i></li> <li>➤ <i>Short vowels</i></li> <li>➤ <i>R-controlled vowels</i></li> <li>➤ <i>Digraphs</i></li> <li>➤ <i>Final consonants</i></li> <li>➤ <i>Diphthongs</i></li> </ul> </li> </ol> </li>   <li>2. Decode words in grade-level texts               <ol style="list-style-type: none"> <li>a. Sound out common word parts</li> <li>b. Break words into familiar parts <i>Assessment Limits:</i> <ul style="list-style-type: none"> <li>➤ <i>Compound or other multi-syllabic words</i></li> <li>➤ <i>Contractions</i></li> <li>➤ <i>Possessives</i></li> <li>➤ <i>Inflectional endings</i></li> <li>➤ <i>Word roots/base words</i></li> <li>➤ <i>Prefixes</i></li> <li>➤ <i>Suffixes</i></li> </ul> </li> <li>c. Use word meanings and order in sentences to confirm decoding efforts</li> </ol> </li> </ol>

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1.0 General Reading Processes: Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>C. Fluency</b></p> <p>1. Engage in imitative reading at an appropriate rate</p> <p>a. Listen to models of fluent reading</p> <p>b. Recite nursery rhymes, poems, and finger plays with expression</p> <p>c. Develop beginning sight vocabulary of familiar words, such as first name, color words</p>	<p><b>C. Fluency</b></p> <p>1. Engage in imitative reading at an appropriate rate</p> <p>a. Listen to models of fluent reading</p> <p>b. Recite nursery rhymes, poems, and finger plays with expression</p> <p>2. Read orally from familiar texts at an appropriate rate</p> <p>a. Read familiar text with accuracy and expression</p> <p>b. Use knowledge of end punctuation to signal expression in reading</p> <p>c. Recognize some words by sight, such as student's first and last name, a, the, I, my, you, is, are</p>	<p><b>C. Fluency*</b></p> <p>1. Read orally from familiar text at an appropriate rate</p> <p>a. Listen to models of fluent reading</p> <p>b. Read familiar text at a rate that is conversational and consistent</p> <p>c. Reread text multiple times to increase familiarity with words</p> <p>2. Read grade-level text accurately</p> <p>a. Reread and self-correct while reading</p> <p>b. Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction</p> <p>c. Read sight words automatically, such as have, said, where, two</p> <p>3. Read grade-level text with expression</p> <p>a. Demonstrate appropriate use of phrasing when reading familiar text</p> <ul style="list-style-type: none"> <li>• Use end punctuation, commas, and quotation marks to guide expression</li> <li>• Use intonation (emphasis on certain words) to convey meaning</li> </ul>	<p><b>C. Fluency*</b></p> <p>1. Read orally from familiar text at an appropriate rate</p> <p>a. Listen to models of fluent reading</p> <p>b. Read familiar text at a rate that is conversational and consistent</p> <p>c. Reread text multiple times to increase familiarity with words</p> <p>2. Read grade-level text accurately</p> <p>a. Reread and self-correct while reading</p> <p>b. Decode words automatically</p> <p>c. Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction</p> <p>d. Read sight words automatically</p> <p>3. Read grade-level text with expression</p> <p>a. Demonstrate appropriate use of phrasing when reading both familiar and unfamiliar text</p> <ul style="list-style-type: none"> <li>• Use punctuation marks to guide expression</li> <li>• Use intonation (emphasis on certain words) to convey meaning</li> </ul>	<p><b>C. Fluency*</b></p> <p>1. Read orally from familiar text at an appropriate rate</p> <p>a. Listen to models of fluent reading</p> <p>b. Read familiar text at a rate that is conversational and consistent</p> <p>2. Read grade-level text accurately</p> <p>a. Reread and self-correct while reading</p> <p>b. Decode words automatically</p> <p>c. Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction</p> <p>d. Increase sight words read fluently</p> <p>3. Read grade-level text with expression</p> <p>a. Demonstrate appropriate use of phrasing</p> <ul style="list-style-type: none"> <li>• Attend to sentence patterns and structures that signal meaning in text</li> <li>• Use punctuation cues to guide meaning and expression</li> <li>• Use pacing and intonation (emphasis on certain words) to convey meaning and expression</li> <li>• Adjust intonation and pitch (rise and fall of spoken voice) appropriately to convey meaning and expression</li> </ul>

\*Independent level text (Put Reading First) is relatively easy text for the reader, with no more than approximately 1 in 20 words that are difficult for the reader (95% success).

Instructional level text (Put Reading First) is challenging but manageable text for the reader, with no more than approximately 1 in 10 words difficult for the reader (90% success).

**VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS**  
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1.0 General Reading Processes: Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>D. Vocabulary</b></p> <p>1. Develop and apply vocabulary through exposure to a variety of texts</p> <ol style="list-style-type: none"> <li>Acquire new vocabulary through listening to a variety of texts on a daily basis</li> <li>Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</li> <li>Asks questions about unknown objects and words related to topics discussed</li> <li>Listen to and identify the meaning of content-specific vocabulary</li> <li>Identify some signs, labels, and environmental print</li> <li>Collect and play with favorite words</li> </ol> <p>2. Develop a conceptual understanding of new words</p> <ol style="list-style-type: none"> <li>Use words to describe size, color, and shape</li> <li>Name common objects shown in pictures</li> </ol>	<p><b>D. Vocabulary</b></p> <p>1. Develop and apply vocabulary through exposure to a variety of texts</p> <ol style="list-style-type: none"> <li>Acquire new vocabulary through listening to and reading a variety of texts on a daily basis</li> <li>Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</li> <li>Asks questions to clarify meaning about objects and words related to topics discussed</li> <li>Listen to and identify the meaning of new vocabulary in multiple contexts</li> <li>Listen to and identify the meaning of content-specific vocabulary</li> <li>Read signs, labels, and environmental print</li> <li>Collect and manipulate favorite words</li> </ol> <p><b>18. Tale of the Sun</b></p> <p>2. Develop a conceptual understanding of new words</p> <ol style="list-style-type: none"> <li>Use words to describe location, size, color, and shape</li> <li>Name pictures of common concepts, such as sleeping, running, walking</li> <li>Use names and labels of basic concepts, such as <i>stop, go, boys, girls, in, out, poison</i></li> <li>Identify and sort pictures of common words into basic categories, such as colors, numbers, seasons</li> </ol>	<p><b>D. Vocabulary</b></p> <p>1. Develop and apply vocabulary through exposure to a variety of texts</p> <ol style="list-style-type: none"> <li>Acquire new vocabulary through listening to and reading a variety of grade-appropriate text daily</li> <li>Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</li> <li>Asks questions to clarify meaning about objects and words related to topics discussed</li> <li>Listen to and identify the meaning of new vocabulary in multiple contexts</li> <li>Connect unfamiliar words from texts, instruction, and conversation to prior knowledge to enhance meaning</li> <li>Learn 5-8 new words every week (independent reading)</li> </ol> <p><b>18. Tale of the Sun</b></p> <p>2. Develop a conceptual understanding of new words</p> <ol style="list-style-type: none"> <li>Sort grade-appropriate words with or without pictures into categories</li> <li>Identify antonyms and synonyms</li> <li>Identify and use correctly new words acquired through study of their relationship to other words</li> </ol>	<p><b>D. Vocabulary</b></p> <p>1. Develop and apply vocabulary through exposure to a variety of texts</p> <ol style="list-style-type: none"> <li>Acquire new vocabulary through listening to and independently reading a variety of literary and informational texts</li> <li>Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</li> <li>Make connections to prior knowledge and new vocabulary by listening, reading, and responding to a variety of texts</li> <li>Make inferences about the meaning of a word based on its use in a sentence</li> <li>Identify simple multiple meaning words</li> <li>Learn 8-12 new words every week (independent reading)</li> </ol> <p><b>18. Tale of the Sun</b></p> <p>2. Develop a conceptual understanding of new words</p> <ol style="list-style-type: none"> <li>Classify and categorize words into sets and groups, such as animals, adult/baby</li> <li>Identify and explain common antonyms, synonyms, and homophones to increase vocabulary skills</li> <li>Identify and use correctly new words acquired through study of their relationship to other words</li> </ol>	<p><b>D. Vocabulary</b></p> <p>1. Develop and apply vocabulary through exposure to a variety of texts</p> <ol style="list-style-type: none"> <li>Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts</li> <li>Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</li> <li>Collect 12-20 new words for deeper study each week</li> </ol> <p><b>18. Tale of the Sun</b></p> <p>2. Develop a conceptual understanding of new words</p> <ol style="list-style-type: none"> <li>Identify and sort common words into conceptual categories, such as general to specific, lesser to greater</li> <li>Identify and explain word relationships to determine the meanings of words</li> </ol> <p><u>Assessment Limits:</u></p> <ol style="list-style-type: none"> <li>Antonyms, synonyms, homophones, and homographs</li> <li>Identify and use correctly new words acquired through study of</li> </ol>

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1.0 General Reading Processes: Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>3. Understand, acquire, and use new vocabulary</p> <p>a. Use illustrations to find meaning of unknown words</p> <p>b. Use newly learned vocabulary on multiple occasions to reinforce meaning</p>	<p>3. Understand, acquire, and use new vocabulary</p> <p>a. Use text and illustrations to identify meaning of unknown words</p> <p>b. Use newly learned vocabulary on multiple occasions to reinforce meaning</p> <p>c. Use word structure to determine meanings of words</p> <ul style="list-style-type: none"> <li>• <i>Inflectional endings</i></li> </ul> <p>d. Use resources to determine meanings of unknown words</p> <ul style="list-style-type: none"> <li>• <i>Picture dictionaries</i></li> <li>• <i>Charts</i></li> <li>• <i>Diagrams</i></li> <li>• <i>Posters</i></li> </ul> <p>18. <i>Tale of the Sun</i></p>	<p>3. Understand, acquire, and use new vocabulary</p> <p>a. Determine the meanings of words using their context</p> <ul style="list-style-type: none"> <li>• Reread</li> <li>• Use context clues</li> <li>• Examine illustrations</li> </ul> <p>b. Use unfamiliar words introduced in literary and informational texts</p> <p>c. Use word structure to determine meanings of words</p> <ul style="list-style-type: none"> <li>• Contractions</li> <li>• Inflectional endings</li> <li>• Compound words</li> <li>• Root/base words</li> </ul> <p>d. Use resources to determine meanings of unknown words</p> <ul style="list-style-type: none"> <li>• Picture dictionaries</li> <li>• Charts</li> <li>• Diagrams</li> <li>• Posters</li> <li>• Content texts</li> </ul> <p>18. <i>Tale of the Sun</i></p>	<p>3. Understand, acquire, and use new vocabulary</p> <p>a. Determine the meanings of unknown words</p> <ul style="list-style-type: none"> <li>• Reread</li> <li>• Use context clues</li> <li>• Read on</li> <li>• Use text features</li> </ul> <p>b. Use unfamiliar words introduced in literary and informational texts</p> <p>c. Use word structure to determine meanings of words</p> <ul style="list-style-type: none"> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Root/base words</li> </ul> <p>d. Use resources to determine meaning of unknown words</p> <ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Textbook glossaries</li> <li>• Thesauruses</li> </ul> <p>18. <i>Tale of the Sun</i></p>	<p>their relationship to other words</p> <p>3. Understand, acquire, and use new vocabulary</p> <p>a. Use context to determine the meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Above grade-level words used in context</li> <li>➤ Words with multiple meanings</li> <li>➤ Connotations versus denotations</li> <li>➤ Grade-appropriate idioms and figurative expressions</li> </ul> <p>b. Use word structure to determine the meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Prefixes and suffixes</li> <li>➤ Grade-appropriate roots and base words</li> <li>➤ Grade-appropriate compound words</li> <li>➤ Grade-appropriate inflectional endings</li> </ul> <p>c. Use resources to determine the meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Dictionaries</li> <li>➤ Glossaries</li> <li>➤ Thesauruses</li> </ul> <p>d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression</p> <p>18. <i>Tale of the Sun</i></p>

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1.0 General Reading Processes: Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

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1.0 General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>E. General Reading Comprehension</b></p> <p><b>1. Demonstrate an understanding of concepts of print to determine how print is organized and read</b></p> <ol style="list-style-type: none"> <li>a. Understand that speech can be written and read</li> <li>b. Understand that print conveys meaning</li> <li>c. Demonstrate the proper use of a book</li> <li>d. Identify the title of a book</li> <li>e. Demonstrate that text is read from left to right and top to bottom</li> <li>f. Identify pictures, shapes, letters, and numerals</li> </ol> <p><b>2. Use strategies to prepare for reading (before reading)</b></p> <ol style="list-style-type: none"> <li>a. Make connections to the text using illustrations/photographs from prior knowledge</li> <li>b. Make predictions by examining the title, cover, illustrations/photographs, and familiar author or topic</li> <li>c. Help set a purpose for reading</li> </ol>	<p><b>E. General Reading Comprehension</b></p> <p><b>1. Demonstrate an understanding of concepts of print to determine how print is organized and read</b></p> <ol style="list-style-type: none"> <li>a. Understand that speech can be written and read</li> <li>b. Read a minimum of 15 books, both literary and informational</li> <li>c. Identify title, cover page, front and back of book, table of contents, page numbers, and describe what information is presented on the title and cover pages</li> <li>d. Track print from left to right and top to bottom</li> <li>e. Make return sweep to next line of text</li> <li>f. Match oral words to printed words</li> <li>g. Differentiate numerals, letters, and words</li> <li>h. Recognize that printed words are separated by spaces</li> <li>i. Recognize that letters build words and words build sentences</li> </ol> <p><b>2. Use strategies to prepare for reading (before reading)</b></p> <ol style="list-style-type: none"> <li>a. Make connections to the text using illustrations, photographs, and prior knowledge</li> <li>b. Make predictions by examining the title, cover, illustrations/photographs/text, and familiar author or topic</li> <li>c. Ask questions about the text by examining the title, cover, illustrations, photographs, text</li> <li>d. Set a purpose for reading</li> </ol>	<p><b>E. General Reading Comprehension</b></p> <p><b>1. Develop comprehension skills through exposure to a variety of texts</b></p> <ol style="list-style-type: none"> <li>a. Listen to, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background</li> <li>b. Self-select appropriate text for a variety of purposes</li> <li>c. *Read a minimum of 25 books representing various genres</li> <li>d. Discuss ideas/information gained from reading experiences with adults and peers</li> </ol> <p><b>2. Use strategies to prepare for reading (before reading)</b></p> <ol style="list-style-type: none"> <li>a. Make connections to the text using their prior knowledge and experiences with the text</li> <li>b. Make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic</li> <li>c. Set a purpose for reading and identify type of text (fiction or nonfiction)</li> </ol>	<p><b>E. General Reading Comprehension</b></p> <p><b>1. Develop comprehension skills through exposure to a variety of texts</b></p> <ol style="list-style-type: none"> <li>a. Listen to, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background</li> <li>b. Self-select appropriate text for a variety of purposes</li> <li>c. *Read a minimum of 25-30 self-selected and/or assigned books representing various genres</li> <li>d. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations</li> </ol> <p><b>2. Use strategies to prepare for reading (before reading)</b></p> <ol style="list-style-type: none"> <li>a. Make and explain the connections made from prior knowledge and experiences with the text</li> <li>b. Make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic</li> <li>c. Set a purpose for reading and identify type of text (fiction or nonfiction)</li> </ol>	<p><b>E. General Reading Comprehension</b></p> <p><b>1. Develop comprehension skills through exposure to a variety of texts</b></p> <ol style="list-style-type: none"> <li>a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background</li> <li>b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres</li> <li>c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations</li> </ol> <p><b>2. Use strategies to prepare for reading (before reading)</b></p> <ol style="list-style-type: none"> <li>a. Survey and preview the text by examining features, such as the title, pictures, illustrations, photographs, charts, and graphs</li> <li>b. Set a purpose for reading the text</li> <li>c. Make predictions and ask questions about the text</li> <li>d. Make connections to the text from prior knowledge and experiences</li> </ol>

Note: \*New Standards identifies the need for students to process 1 million words per year to maintain academic progress. Books at K-2 level are too short for necessary yield.



**VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS**

**Grades PreK – 3**

1.0 General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>3. Use strategies to make meaning from text (during reading)</p> <ul style="list-style-type: none"> <li>a. Use illustrations to construct meaning</li> <li>b. Make and confirm predictions</li> <li>c. Connect events, characters, and actions in stories to specific life experiences</li> </ul>	<p>3. Use strategies to make meaning from text (during reading)</p> <ul style="list-style-type: none"> <li>a. Use illustrations to construct meaning from text</li> <li>b. Make, confirm, or adjust predictions</li> <li>c. Make comments and ask relevant questions</li> <li>d. Reread sentences when meaning is not clear</li> <li>e. Connect events, characters, and actions in stories to specific life experiences</li> </ul>	<p>3. Use strategies to make meaning from text (during reading)</p> <ul style="list-style-type: none"> <li>a. Recall and discuss what they understand</li> <li>b. Identify and question what did not make sense</li> <li>c. Reread difficult parts slowly and carefully and use own words to restate difficult parts</li> <li>d. Make, confirm, or adjust predictions</li> <li>e. Look back through the text to search for connections between topics, events, characters, and actions in stories to specific life experiences</li> </ul>	<p>3. Use strategies to make meaning from text (during reading)</p> <ul style="list-style-type: none"> <li>a. Recall and discuss what they understand</li> <li>b. Identify and question what did not make sense</li> <li>c. Reread difficult parts slowly and carefully and use own words to restate difficult parts</li> <li>d. Read on, revisit, and restate the difficult parts in your own words</li> <li>e. Make, confirm, or adjust predictions</li> <li>f. Ask and answer questions about the text</li> <li>g. Periodically summarize while reading</li> <li>h. Visualize what was read</li> <li>i. Look back through the text to search for connections between and among ideas</li> <li>j. Explain personal connections to the topics, events, characters, and actions in texts</li> </ul>	<p>3. Use strategies to make meaning from text (during reading)</p> <ul style="list-style-type: none"> <li>a. Reread the difficult parts slowly and carefully</li> <li>b. Use own words to restate the difficult part</li> <li>c. Read on and revisit the difficult part</li> <li>d. Look back through the text to search for connections between and among ideas</li> <li>e. Make, confirm, or adjust predictions</li> <li>f. Periodically summarize while reading</li> <li>g. Periodically paraphrase important ideas or information</li> <li>h. Visualize what was read for deeper understanding</li> <li>i. Explain personal connections to the ideas or information in the text</li> </ul>

**VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS**  
**Grades PreK – 3**

1.0 General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>4. Demonstrate understanding of text (after reading)</p> <ul style="list-style-type: none"> <li>a. Recall information from text</li> <li>b. Respond orally to questions</li> <li>c. Respond to text in a variety of ways               <ul style="list-style-type: none"> <li>• Retell</li> <li>• Dramatize</li> <li>• Draw</li> </ul> </li> <li>d. Review the purpose for reading</li> <li>e. Retell a story as though reading a book</li> </ul>	<p>4. Demonstrate understanding of text (after reading)</p> <ul style="list-style-type: none"> <li>a. Recall and discuss information from text</li> <li>b. Respond to questions (who, what, and where) and verify answers using illustrations/text</li> <li>c. Respond to text by drawing, speaking, dramatizing, or writing</li> <li>d. Compare information in text with prior knowledge</li> <li>e. Validate/determine the purpose for reading</li> <li>f. Retell a story using text as support</li> </ul>	<p>4. Use strategies to demonstrate understanding of the text (after reading)</p> <ul style="list-style-type: none"> <li>a. Describe what the text is about</li> <li>b. Describe what is directly stated in the text (details, literal meaning)</li> <li>c. Engage in conversation to understand what has been read</li> <li>d. Answer simple questions (who, what, when, where, and how) in writing</li> <li>e. Respond to text by drawing, speaking, dramatizing, or writing</li> <li>f. Retell the main idea of texts</li> </ul>	<p>4. Use strategies to demonstrate understanding of the text (after reading)</p> <ul style="list-style-type: none"> <li>a. Review/restate and explain what the text is mainly about</li> <li>b. Identify and explain what is directly stated in the text (details, literal meaning)</li> <li>c. Identify and explain what is not stated in the text (implied or inferential meaning)</li> <li>d. Summarize the text orally</li> <li>e. Confirm, refute, or make predictions to form new ideas</li> <li>f. Connect the text to prior knowledge or personal experience</li> <li>g. Engage in conversation to understand what has been read</li> <li>h. Retell explicit and implicit main ideas of texts</li> <li>i. Answer questions (what if, why, and how) in writing</li> </ul>	<p>4. Use strategies to demonstrate understanding of the text (after reading)</p> <ul style="list-style-type: none"> <li>a. Identify and explain the main idea <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> </ul> </li> <li>b. Identify and explain what is directly stated in the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>➤ <i>Main ideas, supporting details, and other information stated in the text or a portion of the text</i></li> </ul> </li> <li>c. Identify and explain what is not directly stated in the text by drawing inferences <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>➤ <i>Implied information from the text or a portion of the text</i></li> </ul> </li> <li>d. Draw conclusions based on the text and prior knowledge <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>➤ <i>Stated or implied information from the text</i></li> </ul> </li> <li>e. Confirm, refute, or make predictions and form new ideas <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>➤ <i>Stated and/or implied information from the text</i></li> </ul> </li> <li>f. Paraphrase the main idea <u>Assessment Limits:</u> <ul style="list-style-type: none"> <li>➤ <i>Complete text or a portion of the text</i></li> </ul> </li> </ul>

VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS  
Grades PreK – 3

1.0 General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
				<p>g. Summarize <u>Assessment Limits:</u> ➤ <i>The text or a portion of the text</i></p> <p>h. Connect the text to prior knowledge or personal experience <u>Assessment Limits:</u> ➤ <i>Prior knowledge or experience that clarifies, extends, or challenges the ideas and/or information in the text</i></p>

**VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS**  
**Grades PreK – 3**

2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>A. Comprehension of Informational Text</b></p> <p>1. Develop comprehension skills by reading a variety of informational texts</p> <p>a. Listen to nonfiction materials</p> <ul style="list-style-type: none"> <li>• Nonfiction trade books</li> <li>• Magazines</li> <li>• Multimedia resources</li> </ul> <p>b. Listen to and read functional documents by following simple oral or rebus directions</p> <ul style="list-style-type: none"> <li>• Recipes</li> <li>• Rules</li> <li>• Signs</li> <li>• Center activities</li> <li>• Labels</li> <li>• Classroom schedules</li> </ul>	<p><b>A. Comprehension of Informational Text</b></p> <p>1. Develop comprehension skills by reading a variety of informational texts</p> <p>a. Listen to nonfiction materials</p> <ul style="list-style-type: none"> <li>• Nonfiction trade books</li> <li>• Picture dictionaries</li> <li>• Simple maps</li> <li>• Magazines</li> <li>• Newspapers</li> <li>• Multimedia resources</li> </ul> <p>b. Listen to and use functional documents by following simple oral or rebus directions</p> <ul style="list-style-type: none"> <li>• Science investigations</li> <li>• Recipes</li> <li>• Rules</li> <li>• Signs and posters</li> <li>• Center activities</li> <li>• Labels</li> <li>• Classroom schedules</li> </ul>	<p><b>A. Comprehension of Informational Text</b></p> <p>1. Develop comprehension skills by reading a variety of self-selected and assigned informational texts</p> <p>a. Listen to nonfiction materials</p> <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Trade books</li> <li>• Grade-appropriate reference materials</li> <li>• Newspapers</li> <li>• Articles</li> <li>• Magazines</li> <li>• Questionnaires/interviews</li> <li>• Multimedia resources</li> </ul> <p>b. Read and recognize functional documents</p> <ul style="list-style-type: none"> <li>• Sets of directions</li> <li>• Science investigations</li> <li>• Posters</li> <li>• Flyers</li> <li>• Forms</li> <li>• Invitations</li> <li>• Menus</li> <li>• Maps</li> <li>• Recipes</li> <li>• Rules</li> <li>• Classroom schedules</li> </ul> <p>c. Select and read personal interest materials, such as brochures, books, magazines, and</p>	<p><b>A. Comprehension of Informational Text</b></p> <p>1. Develop comprehension skills by reading a variety of self-selected and assigned informational texts</p> <p>a. Read and recognize nonfiction materials to gain information and content knowledge</p> <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Trade books</li> <li>• Grade-appropriate reference materials</li> <li>• Newspapers</li> <li>• Articles</li> <li>• Magazines</li> <li>• Questionnaires/interviews</li> <li>• Multimedia resources</li> </ul> <p>b. Read and identify functional documents</p> <ul style="list-style-type: none"> <li>• Sets of directions</li> <li>• Science investigations</li> <li>• Posters</li> <li>• Flyers</li> <li>• Forms</li> <li>• Invitations</li> <li>• Menus</li> <li>• Maps</li> <li>• Recipes</li> <li>• Rules</li> <li>• Classroom schedules</li> <li>• Surveys</li> </ul> <p>c. Select and read personal interest materials, such as brochures, books, magazines, and web sites</p>	<p><b>A. Comprehension of Informational Text</b></p> <p>1. Develop comprehension skills by reading a variety of self-selected and assigned informational texts</p> <p>a. Read, use, and identify the content of nonfiction materials to gain information and content knowledge</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Textbooks</li> <li>➤ Appropriate reference materials</li> <li>➤ Personal narratives</li> <li>➤ Diaries and journals</li> <li>➤ Biographies</li> <li>➤ Newspapers</li> <li>➤ Letters</li> <li>➤ Articles</li> <li>➤ Web sites and other appropriate informational texts</li> </ul> <p>b. Read, use, and identify the content of functional documents</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Sets of directions</li> <li>➤ Science investigations</li> <li>➤ Atlases</li> <li>➤ Posters</li> <li>➤ Flyers</li> <li>➤ Forms</li> <li>➤ Instructional manuals</li> <li>➤ Menus</li> <li>➤ Pamphlets</li> <li>➤ Rules</li> <li>➤ Invitations</li> <li>➤ Recipes</li> <li>➤ Advertisements</li> <li>➤ Other functional documents</li> </ul> <p>c. Select and read to gain information and content knowledge from personal interest materials, such as brochures, books, magazines, and web sites</p>

**VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS**  
**Grades PreK – 3**

2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>c. Listen to and use personal interest materials, such as books and magazines</p> <p><b>2. Recognize and use text features to facilitate understanding of informational texts</b></p> <p>a. Recognize print features</p> <ul style="list-style-type: none"> <li>• Print size</li> </ul> <p>b. Recognize graphic aids</p> <ul style="list-style-type: none"> <li>• Photographs</li> <li>• Drawings</li> <li>• Maps</li> <li>• Graphs</li> <li>• Diagrams</li> </ul>	<p>c. Listen to and use personal interest materials, such as books and magazines</p> <p><b>2. Identify and use text features to facilitate understanding of informational texts</b></p> <p>a. Identify print features</p> <ul style="list-style-type: none"> <li>• Bold print</li> <li>• Print size</li> <li>• Labels</li> <li>• Numbered steps</li> </ul> <p>b. Identify graphic aids</p> <ul style="list-style-type: none"> <li>• Illustrations</li> <li>• Pictures</li> <li>• Photographs</li> <li>• Drawings</li> <li>• Maps</li> <li>• Graphs</li> <li>• Charts</li> <li>• Diagrams</li> </ul> <p>c. Use informational aids</p> <ul style="list-style-type: none"> <li>• Materials lists</li> <li>• Labels</li> <li>• Numbered steps</li> </ul>	<p>web sites</p> <p><b>2. Identify and use text features to facilitate understanding of informational texts</b></p> <p>a. Use print features</p> <ul style="list-style-type: none"> <li>• Large bold print</li> <li>• Font size/type</li> <li>• Colored print</li> <li>• Headings and chapter titles</li> <li>• Labels</li> <li>• Captions</li> <li>• Numbered steps</li> </ul> <p>b. Use graphic aids</p> <ul style="list-style-type: none"> <li>• Illustrations</li> <li>• Pictures</li> <li>• Photographs</li> <li>• Drawings</li> <li>• Maps</li> <li>• Graphs</li> <li>• Charts/tables</li> <li>• Diagrams</li> <li>• Materials lists</li> </ul> <p>c. Use informational aids</p> <ul style="list-style-type: none"> <li>• Materials lists</li> <li>• Captions</li> <li>• Glossed words</li> <li>• Labels</li> <li>• Numbered steps</li> </ul> <p>d. Use organizational aids when reading</p> <ul style="list-style-type: none"> <li>• Title</li> </ul>	<p><b>2. Identify and use text features to facilitate understanding of informational texts</b></p> <p>a. Use print features</p> <ul style="list-style-type: none"> <li>• Large bold print</li> <li>• Font size/type</li> <li>• Italics</li> <li>• Colored print</li> <li>• Headings/subheadings and chapter titles</li> <li>• Labels</li> <li>• Captions</li> <li>• Numbered steps</li> </ul> <p>b. Use graphic aids</p> <ul style="list-style-type: none"> <li>• Illustrations</li> <li>• Pictures</li> <li>• Photographs</li> <li>• Drawings</li> <li>• Maps</li> <li>• Graphs</li> <li>• Charts/tables</li> <li>• Diagrams</li> <li>• Materials lists</li> </ul> <p>c. Use informational aids</p> <ul style="list-style-type: none"> <li>• Materials lists</li> <li>• Timelines</li> <li>• Captions</li> <li>• Glossed words</li> <li>• Labels</li> <li>• Numbered steps</li> </ul> <p>d. Use organizational aids when reading</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Table of contents</li> <li>• Numbered steps</li> </ul>	<p><b>2. Identify and use text features to facilitate understanding of informational texts</b></p> <p>a. Use print features</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Large bold print</li> <li>➤ Font size/type</li> <li>➤ Italics</li> <li>➤ Colored print</li> <li>➤ Quotation marks</li> <li>➤ Underlining</li> </ul> <p>b. Use graphic aids</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Illustrations and pictures</li> <li>➤ Photographs</li> <li>➤ Drawings</li> <li>➤ Sketches</li> <li>➤ Cartoons</li> <li>➤ Maps (key, scale, legend)</li> <li>➤ Graphs</li> <li>➤ Charts/tables</li> <li>➤ Diagrams</li> </ul> <p>c. Use informational aids</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Introductions and overviews</li> <li>➤ Materials lists</li> <li>➤ Timelines</li> <li>➤ Captions</li> <li>➤ Glossed words</li> <li>➤ Labels</li> <li>➤ Numbered steps</li> <li>➤ Pronunciation key</li> <li>➤ Transition words</li> <li>➤ Boxed text</li> </ul> <p>d. Use organizational aids</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Titles, chapter titles, subtitles</li> <li>➤ Headings, subheadings</li> <li>➤ Tables of content</li> <li>➤ Numbered steps</li> </ul>

**VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS**  
**Grades PreK – 3**

2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
	<p>d. Identify organizational aids</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Table of contents</li> <li>• Numbered steps</li> </ul>	<ul style="list-style-type: none"> <li>• Table of contents</li> <li>• Numbered steps</li> <li>• Transition words</li> </ul> <p>3. Develop knowledge of organizational structure of informational text to understand what is read</p>	<ul style="list-style-type: none"> <li>• Glossary</li> <li>• Headings</li> <li>• Transition words</li> </ul> <p>3. Develop knowledge of organizational structure of informational text to understand what is read</p> <p>a. Distinguish between fiction and nonfiction text</p> <p>b. Recognize words that signal the structure of</p>	<ul style="list-style-type: none"> <li>➤ Glossaries</li> <li>➤ Indices</li> <li>➤ Transition words</li> </ul> <p>e. Use online features</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ URLs</li> <li>➤ Hypertext links</li> <li>➤ Sidebars</li> <li>➤ Drop down menus</li> <li>➤ Home pages</li> </ul> <p>f. Identify and explain the o text features to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Connections between and the main idea a reader's understand</li> </ul> <p>3. Develop knowledge of organ structure of informational te understand what is read</p> <p>a. Identify and analyze the e texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Sequential and chro</li> <li>➤ Cause/effect</li> <li>➤ Problem/solution</li> </ul>

**VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS**  
**Grades PreK – 3**

2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>3. Develop knowledge of organizational structure of informational text</b></p> <p>a. Recognize sequential order</p>	<p><b>3. Develop knowledge of organizational structure of informational text to understand what is read</b></p> <p>a. Recognize sequential order</p> <p>b. Recognize similarities and differences</p> <p>c. Recognize description</p>	<p>a. Distinguish between fiction and nonfiction text</p> <p>b. Recognize words that signal the structure of informational text</p> <p>c. Recognize sequential order</p> <p>d. Recognize cause/effect relationships</p> <p>e. Recognize similarities and differences</p> <p>f. Recognize main idea</p> <p><b>4. Determine important ideas and messages in informational texts</b></p> <p>a. Identify the text's purpose</p> <p>b. Identify main ideas/messages</p> <p>c. Distinguish between a fact and an opinion</p> <p>d. Retell important facts from a text</p>	<p>informational text</p> <p>c. Recognize sequential and chronological order</p> <p>d. Recognize cause/effect relationships</p> <p>e. Recognize similarities and differences</p> <p>f. Recognize description</p> <p>g. Recognize and use main idea and supporting details</p> <p><b>4. Determine important ideas and messages in informational texts</b></p> <p>a. Identify the author's/text's purpose</p> <p>b. Identify main ideas/messages</p> <p>c. Identify information not related to the main idea</p> <p>d. Draw conclusions and generalizations from text to form new understanding</p> <p>e. Distinguish between a fact and an opinion</p>	<p>➤ <i>Similarities/differences</i></p> <p>➤ <i>Description</i></p> <p>➤ <i>Main idea and supporting details</i></p> <p>b. Identify and use words associated with common patterns</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>Words that show chronological order (first, second, third)</i></p> <p>➤ <i>Words that show description (beneath, next to, below)</i></p> <p>➤ <i>Words that show cause/effect (because, as a result)</i></p> <p>➤ <i>Words that show sequence (then, finally)</i></p> <p><b>4. Determine important ideas and messages in informational texts</b></p> <p>a. Identify and explain the author's purpose and intended audience</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>Purpose of the author's text (portion of the text)</i></p> <p>➤ <i>Connections between the text and the intended audience</i></p> <p>b. Identify and explain the author's main ideas and messages</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>Texts or portions of text where the author's opinion is expressed</i></p>

**VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS**  
**Grades PreK – 3**

2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>4. Determine important ideas and messages in informational texts</p> <p>a. Retell important facts from a text</p> <p>b. Identify how someone might use the text</p>	<p>4. Determine important ideas and messages in informational texts</p> <p>a. State the text's purpose</p> <p>b. Identify the main idea/text's message</p> <p>c. Retell important facts from a text</p> <p>d. Identify how someone might use the text</p>	<p>e. Identify how someone might use the text</p> <p>f. Identify prior knowledge that clarifies the main idea of the text</p>	<p>f. Identify how someone might use the text</p> <p>g. Summarize the text or a portion of the text</p> <p>h. Identify prior knowledge that clarifies the main idea of the text</p>	<p>c. State and support main ideas and messages</p> <p><i>Assessment Limits:</i></p> <ul style="list-style-type: none"> <li>➤ <i>The whole text or a portion of the text</i></li> </ul> <p>d. Summarize or paraphrase main ideas and messages</p> <p><i>Limits:</i></p> <ul style="list-style-type: none"> <li>➤ <i>The text or a portion of the text</i></li> </ul> <p>e. Identify and explain information related to the main idea and messages</p> <p><i>Assessment Limits:</i></p> <ul style="list-style-type: none"> <li>➤ <i>Information in the text or information peripheral to the main idea and messages</i></li> </ul> <p>f. Identify and explain relationships and among ideas</p> <p><i>Assessment Limits:</i></p> <ul style="list-style-type: none"> <li>➤ <i>Comparison/contrast</i></li> <li>➤ <i>Cause/effect</i></li> <li>➤ <i>Sequence/chronology</i></li> <li>➤ <i>Relationships between ideas in one or more texts</i></li> <li>➤ <i>Relationships between ideas and prior knowledge from more texts</i></li> </ul> <p>g. Draw conclusions and inferences; make generalizations and predictions from text</p> <p><i>Assessment Limits:</i></p> <ul style="list-style-type: none"> <li>➤ <i>From one text or across texts</i></li> <li>➤ <i>Connections between ideas that lead to a conclusion or prediction</i></li> </ul>



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2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
		<p>5. <b>Identify and explain the author’s use of language</b></p> <p>a. Recognize specific punctuation that create tone</p>	<p>5. <b>Identify and explain the author’s use of language</b></p> <p>a. Identify words and phrases with a specific effect on meaning (similes, metaphors)</p> <p>b. Recognize specific words and punctuation that create tone</p> <p>c. Recognize repetition of words</p>	<p><i>understanding</i></p> <p>h. Distinguish between a fact and an opinion</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>In one or more texts</i></p> <p>i. Identify and explain how the author uses the text</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>Application of the text to a real-world situation or use or content-specific information</i></p> <p>j. Connect the text to prior knowledge or experience</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>Prior knowledge that is extended, or challenged, or contradicted by information in the text</i></p> <p>5. <b>Identify and explain the author’s use of language</b></p> <p>a. Identify and explain specific words and phrases that contribute to the meaning of a text</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>Significant words and phrases that have a specific effect on meaning</i></p> <p>➤ <i>Similes, metaphors, and other figures of speech</i></p> <p>➤ <i>Content vocabulary</i></p> <p>➤ <i>Denotations of above and below words in context</i></p> <p>b. Identify and explain specific punctuation that create tone</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>Grade-appropriate vocabulary to describe tone</i></p> <p>➤ <i>Tone in the text or a real-world situation</i></p> <p>➤ <i>Specific punctuation that contribute to the tone of a text</i></p> <p>c. Identify and explain the effect of words or phrases</p>

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2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
		<p><b>6. Read critically to evaluate informational text</b></p> <ol style="list-style-type: none"> <li>a. State whether the text fulfills the reading purpose</li> <li>b. Tell what the author could have done to make the text easier to understand</li> <li>c. Explain whether the author's ideas are clear</li> <li>d. Identify words that affect the reader's feelings</li> </ol>	<p><b>6. Read critically to evaluate informational text</b></p> <ol style="list-style-type: none"> <li>a. State whether the text fulfills the reading purpose</li> <li>b. Explain what the author could have done to make the text easier to understand</li> <li>c. Explain whether the author's ideas are clear</li> <li>d. Identify words that affect the reader's feelings</li> </ol>	<p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Repetition for emphasis information</li> </ul> <p><b>6. Read critically to evaluate informational text</b></p> <ol style="list-style-type: none"> <li>a. Explain whether the text fulfills the reading purpose</li> </ol> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Connections between the text and the purpose</li> </ul> <ol style="list-style-type: none"> <li>b. Identify and explain additional information to format or features that make the text easier to understand</li> </ol> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Connections between format and text features clarifying the main idea</li> </ul> <ol style="list-style-type: none"> <li>c. Identify and explain what makes a reliable source of information</li> </ol> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Fiction versus nonfiction versus fantasy)</li> </ul> <ol style="list-style-type: none"> <li>d. Explain whether or not the author's opinion is presented fairly</li> </ol> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Evidence that the author's opinion is presented all slides on the topic</li> </ul>

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2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>5. Evaluate informational text</p>	<p>5. Evaluate informational text</p> <ul style="list-style-type: none"> <li>a. State whether the text fulfills the reading purpose</li> <li>b. Tell what the author could have done to make the text easier to understand</li> <li>c. Tell whether the author's ideas are clear</li> </ul>			<ul style="list-style-type: none"> <li>e. Identify and explain information included in the text</li> </ul> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Information that would clarify the reader's understanding of the main idea of the text</li> <li>➤ Connections between text and information not in text</li> </ul> <ul style="list-style-type: none"> <li>f. Identify and explain words and techniques that affect the reader's feelings</li> </ul> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Significant words and phrases that have an emotional effect</li> </ul>

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2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3

**VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS**  
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**3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.**

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>A. Comprehension of Literary Text</b></p> <p>1. Develop comprehension skills by listening to a variety of self-selected and assigned literary texts</p> <p>a. Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities</p> <p>b. Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales</p> <p>2. Use text features to facilitate understanding of literary texts</p> <p>a. Identify and explain how the title contributes to meaning</p> <p>b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning</p>	<p><b>A. Comprehension of Literary Text</b></p> <p>1. Develop comprehension skills by listening to and reading a variety of self-selected and assigned literary texts</p> <p>a. Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities</p> <p>b. Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, fairy tales, and fantasy</p> <p><i>18. Tale of the Sun</i></p> <p>2. Use text features to facilitate understanding of literary texts</p> <p>a. Identify and explain how the title contributes to meaning</p> <p>b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning</p>	<p><b>A. Comprehension of Literary Text</b></p> <p>1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts</p> <p>a. Listen to, read, and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities</p> <p>b. Listen to, read, and discuss a variety of different types of fictional literary texts, such as plays, poems, stories (folktales, fairy tales, fantasy, fables, realistic fiction, and historical fiction)</p> <p><i>18. Tale of the Sun</i></p> <p>2. Use text features to facilitate understanding of literary texts</p> <p>a. Identify and explain how the title contributes to meaning</p> <p>b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning</p>	<p><b>A. Comprehension of Literary Text</b></p> <p>1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts</p> <p>a. Listen to, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods</p> <p>b. Listen to, read, and discuss a variety of different types of fiction and nonfiction texts</p> <p>c. Identify characteristics of different types of fictional literary texts, such as plays, poems, stories (folktales, fairy tales, fantasy, fables, realistic fiction, and historical fiction)</p> <p><i>18. Tale of the Sun</i></p> <p>2. Use text features to facilitate understanding of literary texts</p> <p>a. Identify and explain how the title contributes to meaning</p> <p>b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning</p>	<p><b>A. Comprehension of Literary Text</b></p> <p>1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts</p> <p>a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods</p> <p>b. Listen to critically, read, and discuss a variety of different types of fiction and nonfiction texts</p> <p><i>18. Tale of the Sun</i></p> <p>2. Use text features to facilitate understanding of literary texts</p> <p>a. Identify and explain how organizational aids contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Title of the book, story, poem, or play</i></li> </ul> <p>b. Identify and explain how graphic aids contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Pictures and illustrations</i></li> <li>➤ <i>Punctuation</i></li> <li>➤ <i>Print features</i></li> </ul> <p>c. Identify and explain how informational aids contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Footnoted words and phrases</i></li> </ul>

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3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>3. Use elements of narrative texts to facilitate understanding</p> <ul style="list-style-type: none"> <li>a. Identify the beginning and end of a story</li> <li>b. Identify the characters of a story</li> </ul>	<p>3. Use elements of narrative texts to facilitate understanding</p> <ul style="list-style-type: none"> <li>a. Identify the beginning, middle, and end of a story, including the problem, and solution</li> <li>b. Identify the characters, sequence of events, and setting of a story</li> </ul> <p><i>18. Tale of the Sun</i></p>	<p>3. Use elements of narrative texts to facilitate understanding</p> <ul style="list-style-type: none"> <li>a. Identify the elements of a story, including characters, setting, problem, and solution</li> <li>b. Identify and explain character traits and actions</li> <li>c. Sequence the important events</li> </ul> <p><i>18. Tale of the Sun</i></p>	<p>3. Use elements of narrative texts to facilitate understanding</p> <ul style="list-style-type: none"> <li>a. Identify and explain the elements of a story, including the problem, the sequence of events, and the solution to the problem</li> <li>b. Identify the setting and explain its importance to the story</li> <li>c. Identify the main character(s) and explain their importance in the story</li> <li>d. Identify characters' actions, motives, emotions, traits, and feelings</li> <li>e. Identify and explain relationships between and among characters, setting, and events</li> </ul> <p><i>18. Tale of the Sun</i></p>	<ul style="list-style-type: none"> <li>➤ <i>Captions</i></li> </ul> <p>3. Use elements of narrative texts to facilitate understanding</p> <ul style="list-style-type: none"> <li>a. Identify and distinguish among types of narrative texts</li> </ul> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Characteristics of the general categories of fiction versus nonfiction</i></li> <li>➤ <i>Realistic fiction</i></li> <li>➤ <i>Tall tales</i></li> <li>➤ <i>Legends</i></li> <li>➤ <i>Fables</i></li> <li>➤ <i>Fairy tales</i></li> <li>➤ <i>Biographies</i></li> </ul> <ul style="list-style-type: none"> <li>b. Identify and explain the elements of a story</li> </ul> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Narrative text with a main problem, sequence of chronology of events, and solution to the problem</i></li> </ul> <ul style="list-style-type: none"> <li>c. Identify and describe the setting and the mood</li> </ul> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Stories that have settings with a distinct time and place</i></li> </ul> <ul style="list-style-type: none"> <li>d. Identify and analyze the characters</li> </ul> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Main versus minor characters</i></li> <li>➤ <i>Conclusions about the characters' traits based on what the character says and does</i></li> <li>➤ <i>Conclusions about the characters' motivations based on the characters' actions and interactions with</i></li> </ul>

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3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
				<p style="text-align: right;"><i>other characters</i></p> <p>e. Identify and explain relationships between and among characters, setting, and events</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Connections between and among characters</i></li> <li>➤ <i>Connections between and among situations</i></li> <li>➤ <i>Cause/effect relationships between characters' actions and the results of those actions</i></li> <li>➤ <i>Cause/effect relationships between and among situations and events</i></li> </ul> <p>f. Identify and describe the narrator</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Narrator of the story; speaker of the poem</i></li> <li>➤ <i>First versus third person point of view</i></li> </ul> <p><b>18. <i>Tale of the Sun</i></b></p>

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3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>4. Use elements of poetry to facilitate understanding</p> <p>a. Identify rhyme, rhythm, and repetition in poems read to them</p>	<p>4. Use elements of poetry to facilitate understanding</p> <p>a. Identify rhyme, rhythm, and repetition in poems read to them</p> <p>b. Retell the events of the poem</p>	<p>4. Use elements of poetry to facilitate understanding</p> <p>a. Identify rhyme, rhythm, and repetition in poems read to them</p> <p>b. Summarize the events or tell the meaning of the poem</p>	<p>4. Use elements of poetry to facilitate understanding</p> <p>a. Identify the structure, shape, and form of a variety of poetic texts, including their lines and stanzas</p> <p>b. Analyze the meaning of words, lines, and stanzas</p> <p>c. Identify and use sound elements of poetry, such as rhyme, no rhyme, and rhythm</p>	<p>4. Use elements of poetry to facilitate understanding</p> <p>a. Use structural features to identify poetry as a literary form</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Structure, including lines and stanzas</li> <li>➤ Shape</li> <li>➤ Form, including lines and stanzas</li> <li>➤ Refrain, chorus</li> <li>➤ Rhyme scheme</li> </ul> <p>b. Identify and explain the meaning of words, lines, and stanzas</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Specific meaning of words, lines, and/or stanzas</li> </ul> <p>c. Identify and explain sound elements of poetry</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Rhyme, rhyme scheme</li> <li>➤ Rhythm</li> <li>➤ Alliteration and other repetition</li> </ul> <p>d. Identify and explain other poetic elements, such as setting, mood, tone, etc. that contribute to meaning</p>



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3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>5. Use elements of drama to facilitate understanding</p> <p>a. Recognize that a play has characters, dialogue, scenery, and tells a story</p>	<p>5. Use elements of drama to facilitate understanding</p> <p>a. Identify the characters, dialogue, and scenery of a play read to them</p>	<p>5. Use elements of drama to facilitate understanding</p> <p>a. Identify the characters, dialogue, and scenery of a play read to them</p>	<p>5. Use elements of drama to facilitate understanding</p> <p>a. Identify the structure of a play, including characters, costumes, dialogue, and scenery</p>	<p>5. Use elements of drama to facilitate understanding</p> <p>a. Use structural features to identify a play as a literary form</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ List of characters (cast), including narrator</li> <li>➤ Introductory information about the setting</li> <li>➤ Stage directions</li> <li>➤ Dialogue</li> <li>➤ Acts</li> </ul> <p>b. Identify and explain the action of a scene</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Specific actions and events that occur in a scene</li> </ul> <p>c. Identify and explain stage directions that help to create character and movement</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Connections between the stage directions and the physical movement of the characters</li> </ul> <p>d. Identify and explain stage directions and dialogue that help to create character</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ Connections among the stage directions, the character's lines, and how the character delivers those lines</li> </ul>

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3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>6. Determine important ideas and messages in literary texts</p> <p>a. Retell the story by sequencing the main events</p> <p>b. Identify a personal connection to the text</p>	<p>6. Determine important ideas and messages in literary texts</p> <p>a. Retell the story by sequencing the main events</p> <p>b. Identify a personal connection to the text</p> <p><i>18. Tale of the Sun</i></p>	<p>6. Determine important ideas and messages in literary texts</p> <p>a. Recognize the main idea</p> <p>b. Recognize a similar message in more than one text</p> <p>c. Summarize the text by stating the main idea and sequencing the important events</p> <p>d. Identify personal connections to the text</p> <p><i>18. Tale of the Sun</i></p>	<p>6. Determine important ideas and messages in literary texts</p> <p>a. Recognize the main idea or message of the text</p> <p>b. Recognize a similar message in more than one text</p> <p>c. Retell the text or part of the text</p> <p>d. Summarize the text</p> <p>e. Identify personal connections to the text</p> <p><i>18. Tale of the Sun</i></p>	<p>6. Determine important ideas and messages in literary texts</p> <p>a. Identify and explain main ideas and universal themes</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>In the text or a portion of the text</i></li> <li>➤ <i>Literal versus interpretive meanings of a text or a portion of text</i></li> <li>➤ <i>Message, moral, or lesson learned from the text</i></li> </ul> <p>b. Identify and explain a similar idea or theme in more than one text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Main ideas across texts</i></li> <li>➤ <i>Messages, morals, or lessons learned across texts</i></li> <li>➤ <i>Different versions of the same story across eras or cultures</i></li> </ul> <p>c. Retell the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Restatement of the text or a portion of the text in student's own words</i></li> </ul> <p>d. Summarize</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>The text or a portion of the text</i></li> </ul> <p>e. Identify and explain personal connections to the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Connections between personal experiences and the theme or main ideas</i></li> </ul> <p><i>18. Tale of the Sun</i></p>

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3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
	<p>7. Identify and describe the author's use of language</p> <p>a. Identify descriptive words in text read to them</p> <p>18. <i>Tale of the Sun</i></p>	<p>7. Identify and describe the author's use of language</p> <p>a. Identify language that appeals to the senses and feelings</p> <p>b. Identify repetition</p> <p>c. Identify specific words and punctuation that create tone</p> <p>18. <i>Tale of the Sun</i></p>	<p>7. Identify and describe the author's use of language</p> <p>a. Explain how the use of dialogue contributes to a story</p> <p>b. Identify specific words and phrases that contribute to the meaning of a text</p> <p>c. Identify specific words and punctuation that create tone</p> <p>d. Identify language that appeals to the senses and feelings</p> <p>e. Identify repetition and exaggeration</p> <p>18. <i>Tale of the Sun</i></p>	<p>7. Identify and describe the author's use of language</p> <p>a. Identify and explain how the use of dialogue contributes to a story</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Character and plot development advanced through dialogue</i></li> </ul> <p>b. Identify and explain specific words and phrases that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Significant words and phrases with a specific effect on meaning</i></li> <li>➤ <i>Denotations of above-grade-level words used in context</i></li> <li>➤ <i>Connotations of grade-appropriate words and phrases in context</i></li> <li>➤ <i>Multiple meaning words</i></li> </ul> <p>c. Identify and explain words and punctuation that create tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Grade-appropriate words that describe the tone of a text or a portion of text</i></li> <li>➤ <i>Tone in the text or portion of the text</i></li> <li>➤ <i>Specific punctuation that contributes to the tone of a text or a portion of the text</i></li> </ul> <p>d. Identify and explain figurative language</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> <li>➤ <i>Simile</i></li> <li>➤ <i>Personification</i></li> </ul>

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3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
				<p style="text-align: right;">➤ <i>Onomatopoeia</i></p> <p>e. Identify and explain language that appeals to the senses and feelings <i>Assessment Limits:</i></p> <p style="text-align: right;">➤ <i>Specific words and phrases that appeal to the senses</i></p> <p>f. Identify and explain repetition and exaggeration <i>Assessment Limits:</i></p> <p style="text-align: right;">➤ <i>Specific examples of repetition that affect meaning</i> ➤ <i>Specific examples of exaggeration</i> ➤ <i>Alliteration</i></p> <p><b>18. Tale of the Sun</b></p> <p><b>8. Read critically to evaluate literary texts</b></p> <p>a. Identify and explain the believability of the characters' actions and the story's events <i>Assessment Limits:</i></p> <p style="text-align: right;">➤ <i>Realism versus fantasy</i> ➤ <i>Characters and events that parallel everyday life</i></p> <p>b. Identify and explain questions left unanswered by the text <i>Assessment Limits:</i></p> <p style="text-align: right;">➤ <i>Questions and predictions about events, situations, and conflicts that might occur if the text were continued</i></p> <p><b>18. Tale of the Sun</b></p>

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3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3

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4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>A. Writing</b></p> <p>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <ol style="list-style-type: none"> <li>a. Recognize that writing conveys meaning</li> <li>b. Generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas</li> </ol> <p><i>61. The Closer You Look; Enrichment</i>  <i>62. To Be a Tree; Enrichment</i></p>	<p><b>A. Writing</b></p> <p>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <ol style="list-style-type: none"> <li>a. Generate ideas and topics for writing</li> <li>b. Dictate or write words, phrases, or sentences related to ideas or illustrations</li> </ol> <p><i>18. Tale of the Sun; Enrichment</i>  <i>61. The Closer You Look; Enrichment</i>  <i>62. To Be a Tree; Enrichment</i></p>	<p><b>A. Writing</b></p> <p>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <ol style="list-style-type: none"> <li>a. Generate ideas and topics and make a plan for writing</li> <li>b. Write a first draft with a main idea and supporting details</li> </ol> <p><i>8. The Forest of S.T. Shrew; Enrichment</i>  <i>18. Tale of the Sun; Enrichment</i>  <i>61. The Closer You Look; Enrichment</i>  <i>62. To Be a Tree; Enrichment</i>  <i>76. Tree Cookies; Variation</i></p>	<p><b>A. Writing</b></p> <p>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <ol style="list-style-type: none"> <li>a. Generate ideas and topics and make a plan before writing</li> <li>b. Write a first draft with a main idea and supporting details</li> <li>c. Organize related ideas into a simple paragraph</li> </ol> <p><i>8. The Forest of S.T. Shrew; Enrichment</i>  <i>18. Tale of the Sun; Enrichment</i>  <i>61. The Closer You Look; Enrichment</i>  <i>62. To Be a Tree; Enrichment</i>  <i>76. Tree Cookies; Variation</i></p>	<p><b>A. Writing</b></p> <p>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <ol style="list-style-type: none"> <li>a. Generate topics based on discussion of common experiences using techniques, such as graphic organizers, journal writing, listing, webbing, and discussion of prior experiences</li> <li>b. Plan and organize ideas for writing by using an appropriate organizational structure, such as chronological or sequential order, comparison and contrast               <ul style="list-style-type: none"> <li>• Complete an idea by providing topic, support, and concluding sentences</li> </ul> </li> </ol> <p><i>8. The Forest of S.T. Shrew; Enrichment</i>  <i>18. Tale of the Sun; Enrichment</i>  <i>61. The Closer You Look; Enrichment</i>  <i>62. To Be a Tree; Enrichment</i>  <i>76. Tree Cookies; Variation</i></p>

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4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>2. Compose oral and visual presentations that express personal ideas</p> <ol style="list-style-type: none"> <li>Write to express personal ideas using letter-like shapes, symbols, and letters</li> <li>Contribute to a shared writing experience or topic of interest</li> <li>Use drawings, letters, or symbols to express personal ideas</li> </ol> <p>1. <i>The Shape of Things; Part A</i>            2. <i>Get in Touch with Trees; Part B</i>            4. <i>Sounds Around; Part A</i>            61. <i>The Closer You Look; Enrichment</i>            62. <i>To Be a Tree; Enrichment</i></p>	<p>2. Compose oral, written, and visual presentations that express personal ideas and inform</p> <ol style="list-style-type: none"> <li>Write to express personal ideas using drawings, symbols, letters, or words</li> <li>Contribute to a shared writing experience or topic of interest</li> <li>Use sensory details to expand ideas</li> <li>Dictate, draw, or write to inform</li> <li>Dictate, draw, or write a response to text, such as response logs and journals</li> </ol> <p>1. <i>The Shape of Things; Part A</i>            2. <i>Get in Touch with Trees; Part B</i>            4. <i>Sounds Around; Part A</i>            18. <i>Tale of the Sun; Enrichment</i>            61. <i>The Closer You Look; Enrichment</i>            62. <i>To Be a Tree; Enrichment</i></p>	<p>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p> <ol style="list-style-type: none"> <li>Write to express personal ideas using drawings, symbols, letters, words, sentences, and simple paragraphs</li> <li>Contribute to a shared writing experience or topic of interest</li> <li>Use sensory details to expand ideas</li> <li>Use details that support a topic with a clear beginning, middle, and end to inform</li> <li>Write persuasive text to support a stated opinion</li> <li>Write a variety of responses to text, such as response logs and journals</li> </ol> <p>1. <i>The Shape of Things; Part B</i>            2. <i>Get in Touch with Trees; Part B</i>            4. <i>Sounds Around; Part B</i>            8. <i>The Forest of S.T. shrew; Enrichment</i>            18. <i>Tale of the Sun; Enrichment</i>            61. <i>The Closer You Look; Enrichment</i>            62. <i>To Be a Tree; Enrichment</i>            76. <i>Tree Cookies; Variation</i></p>	<p>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p> <ol style="list-style-type: none"> <li>Write to express personal ideas using a variety of forms, such as journals, narratives, letters, and reports</li> <li>Contribute to a shared writing experience or topic of interest</li> <li>Use sensory details to expand ideas</li> <li>Compose to inform using major points and examples to support a main idea</li> <li>Write persuasive text to support a stated opinion</li> <li>Write a variety of responses to text, such as response logs, journals, and constructed responses</li> </ol> <p>2. <i>Get in Touch with Trees; Part B</i>            8. <i>The Forest of S.T. Shrew; Enrichment</i>            18. <i>Tale of the Sun; Enrichment</i>            61. <i>The Closer You Look; Enrichment</i>            62. <i>To Be a Tree; Enrichment</i>            76. <i>Tree Cookies; Variation</i></p>	<p>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p> <ol style="list-style-type: none"> <li>Compose to express personal ideas to develop fluency using a variety of forms, such as journals, narratives, letters, reports, and paragraphs</li> <li>Describe in prose and poetry by using sensory details and vivid language with active verbs and colorful adjectives</li> <li>Compose to inform using summary and selection of major points and examples to support a main idea</li> <li>Compose to persuade using significant reasons and relevant support               <ul style="list-style-type: none"> <li>• Agree or disagree with an idea and generate convincing reasons with relevant support</li> <li>• Consider effective forms</li> </ul> </li> <li>Use writing-to-learn strategies, such as journals, admit/exit slips, diagrams, drawings, graphic organizers, and “think-aloud’s on paper” to connect ideas and thinking about lesson content</li> <li>Manage time and process when writing for a given purpose</li> </ol>

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4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>3. Identify how language choices in writing and speaking affect thoughts and feelings</p> <p>a. Identify and use words to communicate feelings</p>	<p>3. Compose texts using the revising and editing strategies of effective writers and speakers</p> <p>a. Prepare writing for display by revising and editing using rules, such as capital letters and periods</p> <p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p> <p>a. Identify and use words to</p>	<p>3. Compose texts using the revising and editing strategies of effective writers and speakers</p> <p>a. Improve writing by</p> <ul style="list-style-type: none"> <li>• Maintaining a topic</li> <li>• Adding ideas</li> </ul> <p>b. Proofread and edit writing for</p> <ul style="list-style-type: none"> <li>• Capitalization at the beginning of sentences</li> <li>• Capitalization for names</li> <li>• Punctuation at the end of sentences</li> <li>• Accurate spelling of previously learned, high-frequency words</li> </ul> <p>c. Prepare writing for publication</p>	<p>3. Compose texts using the revising and editing strategies of effective writers and speakers</p> <p>a. Improve writing by</p> <ul style="list-style-type: none"> <li>• Maintaining a topic</li> <li>• Adding ideas</li> <li>• Deleting unrelated ideas</li> </ul> <p>b. Proofread and edit writing for</p> <ul style="list-style-type: none"> <li>• Complete sentences</li> <li>• Capitalization at the beginning of sentences</li> <li>• Capitalization of proper nouns</li> <li>• Punctuation at the end of sentences</li> <li>• Commas with dates, salutations and closings, and items in a series</li> <li>• Apostrophes in contractions</li> <li>• Quotation marks in simple dialogue</li> </ul> <p>c. Prepare writing for publication</p> <p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p>	<p>2. <i>Get in Touch with Trees; Part B</i></p> <p>8. <i>The Forest of S.T. Shrew; Enrichment</i></p> <p>18. <i>Tale of the Sun; Enrichment</i></p> <p>61. <i>The Closer You Look; Enrichment</i></p> <p>62. <i>To Be a Tree; Enrichment</i></p> <p>76. <i>Tree Cookies; Variation</i></p> <p>3. Compose texts using the revising and editing strategies of effective writers and speakers</p> <p>a. Revise texts for clarity, completeness, and effectiveness</p> <ul style="list-style-type: none"> <li>• Eliminate words and ideas that do not support the main idea</li> <li>• Clarify meaning by rearranging words within a sentence</li> <li>• Clarify meaning by rearranging sentences within a text for a clear beginning, middle, and end</li> </ul> <p>b. Use suitable traditional and electronic resources to edit final copies of text for correctness in language usage and conventions, such as capitalization, punctuation, and spelling</p> <ul style="list-style-type: none"> <li>• Self edit</li> <li>• Peer edit</li> <li>• Dictionary</li> </ul> <p>c. Prepare the final product for presentation to an audience</p>



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4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>b. Acquire and use new vocabulary</p>	<p>communicate feelings</p> <p>b. Acquire and use new vocabulary</p> <p>5. Use effective details, words, and figurative language in the student's own composing</p> <p>a. Use descriptive words and other details to expand and improve student's own writing</p> <p><i>18. Tale of the Sun; Enrichment</i>  <i>61. The Closer You Look; Enrichment</i>  <i>62. To Be a Tree; Enrichment</i></p> <p>6. Use word lists as a source of information in writing</p> <p><i>2. Get in Touch with Trees; Part B</i>  <i>61. The Closer You Look; Enrichment</i>  <i>62. To Be a Tree; Enrichment</i></p>	<p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p> <p>a. Identify and use words to express feelings, such as happiness, anger, sadness, frustration</p> <p>b. Acquire and use new vocabulary</p> <p>5. Use effective details, words, and figurative language in the student's own composing</p> <p>a. Use descriptive words and other details to expand and improve student's own writing</p> <p><i>8. The Forest of S.T. Shrew; Enrichment</i>  <i>18. Tale of the Sun; Enrichment</i>  <i>61. The Closer You Look; Enrichment</i>  <i>62. To Be a Tree; Enrichment</i>  <i>76. Tree Cookies; Variation</i></p> <p>6. Use information from various sources to accomplish a purpose</p>	<p>a. Use colorful language to convey thoughts and feelings in formal and informal writing</p> <p>b. Acquire and use new vocabulary</p> <p>5. Use effective details, words, and figurative language in the student's own composing</p> <p>a. Use sensory words and other details to expand and improve student's own writing</p> <p>b. Examine and use basic transitions, such as "and," "but," "or," "first," "second," and "last"</p> <p><i>8. The Forest of S.T. Shrew; Enrichment</i>  <i>18. Tale of the Sun; Enrichment</i>  <i>61. The Closer You Look; Enrichment</i>  <i>62. To Be a Tree; Enrichment</i>  <i>76. Tree Cookies; Variation</i></p> <p>6. Explain how textual changes in a work clarify meaning or fulfill a purpose</p> <p>a. Revise own text for word choice</p>	<p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p> <p>a. Select words appropriate for audience, situation, or purpose</p> <p>b. Acquire and use new vocabulary</p> <p>c. Consider the effect of word choices on the audience</p> <p>5. Assess the effectiveness of choice of details, word choice, and use of figurative language in the student's own composing</p> <p>a. Assess the effectiveness of choice of details and words/phrases that extend meaning in student's own composing</p> <p>b. Explain how specific words/phrases used by the writer affects reader response</p> <p>c. Examine and use basic transitions, such as "and," "but," "or," "first," "second," and "last"</p> <p><i>61. The Closer You Look; Enrichment</i>  <i>62. To Be a Tree; Enrichment</i>  <i>76. Tree Cookies; Variation</i></p> <p>6. Explain how textual changes in a work clarify meaning or fulfill a purpose</p> <p>a. Revise own text for word choice</p> <p>7. Locate, retrieve, and use information from various sources to accomplish a purpose</p> <p>a. Identify and use sources of</p>

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4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
		<p>a. Identify sources of information on a topic, such as trade books, classroom dictionaries, glossaries, indexes, maps, news magazines, etc.</p> <p>b. Use graphic organizers, such as webs and story maps to organize information</p> <p><b>2. <i>Get in Touch with trees; Part B</i></b></p>	<p><b>7. Locate, retrieve, and use information from various sources to accomplish a purpose</b></p> <p>a. Identify and use sources of information on a topic</p> <p>b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a topic</p> <p>c. Use note taking and organizational strategies to record and organize information</p> <ul style="list-style-type: none"> <li>• Participate in teacher-directed note taking and organization of information</li> </ul> <p>d. Use information to fulfill a given purpose</p> <p><b>8. <i>The Forest of S.T. Shrew; Enrichment</i></b></p>	<p>information on a topic</p> <p>b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a topic</p> <p>c. Use note taking and organizational strategies to record and organize information</p> <ul style="list-style-type: none"> <li>• Participate in teacher-directed note taking and organization of information</li> </ul> <p>d. Use information to fulfill a given purpose</p> <p><b>8. <i>The Forest of S.T. Shrew; Enrichment</i></b></p>

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5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.\*

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>A. Grammar</p> <p>1. Use grammar concepts and skills that strengthen oral language</p> <p>a. Use complete sentences to respond to questions</p>	<p>A. Grammar</p> <p>1. Use grammar concepts and skills that strengthen oral language</p> <p>a. Use complete sentences in conversation and to respond to questions</p>	<p>A. Grammar</p> <p>1. Use grammar concepts and skills that strengthen oral and written language</p> <p>a. Use various parts of speech, such as nouns, pronouns, and verbs</p> <p>b. Distinguish between complete and incomplete sentences</p> <p>c. Compose simple sentences using correct word order</p> <p>2. <i>Get in Touch with Trees; Part B</i></p> <p>8. <i>The Forest of S.T. Shrew; Enrichment</i></p> <p>18. <i>Tale of the Sun; Enrichment</i></p> <p>61. <i>The Closer You Look; Enrichment</i></p> <p>62. <i>To Be a Tree; Enrichment</i></p> <p>76. <i>Tree Cookies; Variation</i></p>	<p>A. Grammar</p> <p>1. Identify and use grammar concepts and skills that strengthen oral and written language</p> <p>a. Identify and use various parts of speech, such as nouns, pronouns, verbs, and adjectives</p> <p>b. Compose declarative, interrogative, imperative, and exclamatory sentences</p> <p>c. Identify and use verb forms, such as helping verbs</p> <p>d. Identify and use verb tenses, such as present, past, and future</p> <p>2. <i>Get in Touch with Trees; Part B</i></p> <p>8. <i>The Forest of S.T. Shrew; Enrichment</i></p> <p>18. <i>Tale of the Sun; Enrichment</i></p> <p>61. <i>The Closer You Look; Enrichment</i></p> <p>62. <i>To Be a Tree; Enrichment</i></p> <p>76. <i>Tree Cookies; Variation</i></p>	<p>A. Grammar</p> <p>1. Recognize elements of grammar in personal and academic reading</p> <p>2. Recognize, recall, and use basic elements of grammar to express ideas clearly**</p> <p>a. Identify and use parts of speech, such as nouns, pronouns, verbs, adverbs, adjectives (including articles)</p> <p>b. Identify and incorporate subjects and verbs when composing simple sentences</p> <p>c. Compose complete and correct declarative, interrogative, imperative, and exclamatory sentences</p> <p>d. Identify and use verb forms, such as singular/plural, regular/irregular</p> <p>e. Identify and use verb tenses, such as present, past, and future</p> <p>2. <i>Get in Touch with Trees; Part B</i></p> <p>8. <i>The Forest of S.T. Shrew; Enrichment</i></p> <p>18. <i>Tale of the Sun; Enrichment</i></p> <p>61. <i>The Closer You Look; Enrichment</i></p> <p>62. <i>To Be a Tree; Enrichment</i></p> <p>76. <i>Tree Cookies; Variation</i></p>

\* Emphasis is on application of conventions rather than memorization of terms.

\*\*At each grade level, curricular options include more complex examples of previous years' objectives.

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Grades PreK – 3

5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.\*

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3

\* Emphasis is on application of conventions rather than memorization of terms.

\*\*At each grade level, curricular options include more complex examples of previous years' objectives.

**VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS**  
**Grades PreK – 3**

5.0 Controlling Language: Students will control language by applying the conventions of Standard English in speaking and writing.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>B. Usage</b></p> <p>1. Comprehend and apply standard English usage in oral language</p> <p>a. Use sentences with subject/verb agreement</p> <p>b. Use correct verb tense</p> <p><i>61. The Closer You Look; Enrichment</i>  <i>62. To Be a Tree; Enrichment</i></p>	<p><b>B. Usage</b></p> <p>1. Comprehend and apply standard English usage in oral language</p> <p>a. Use sentences with subject/verb agreement</p> <p>b. Use correct verb tense</p> <p>c. Use sentences with noun/pronoun agreement</p> <p>d. Use commonly confused words correctly, such as <i>get/got, have/has</i></p> <p><i>61. The Closer You Look; Enrichment</i>  <i>62. To Be a Tree; Enrichment</i></p>	<p><b>B. Usage</b></p> <p>1. Recognize examples of conventional usage in personal and academic reading</p> <p>2. Comprehend and apply standard English usage in oral and written language</p> <p>a. Recognize when subjects and verbs agree</p> <p>b. Recognize when personal nouns and pronouns agree</p> <p><i>61. The Closer You Look; Enrichment</i>  <i>62. To Be a Tree; Enrichment</i>  <i>76. Tree Cookies; Variation</i></p>	<p><b>B. Usage</b></p> <p>1. Recognize examples of conventional usage in personal and academic reading</p> <p>2. Comprehend and apply standard English usage in oral and written language</p> <p>a. Recognize and use correct subject/verb agreement and noun/pronoun agreement</p> <p>b. Recognize and use consistent and appropriate verb tenses, such as past, present, and future</p> <p><i>18. Tale of the Sun; Enrichment</i>  <i>61. The Closer You Look; Enrichment</i>  <i>62. To Be a Tree; Enrichment</i>  <i>76. Tree Cookies; Variation</i></p>	<p><b>B. Usage</b></p> <p>1. Recognize examples of conventional usage in personal and academic reading</p> <p>2. Comprehend and apply standard English usage in oral and written language**</p> <p>a. Use singular subjects with singular verbs and plural subjects with plural verbs</p> <p>b. Apply consistent and appropriate use of verb tenses, such as past, present, and future; pronouns, such as personal and possessive; and modifiers</p> <p>c. Recognize and correct common usage errors, such as homophones, contractions, and commonly confused words</p> <p>d. Use available resources to correct or confirm editorial choices</p> <p>e. Explain editorial choices</p> <p><i>8. The Forest of S.T. Shrew; Enrichment</i>  <i>18. Tale of the Sun; Enrichment</i>  <i>61. The Closer You Look; Enrichment</i>  <i>62. To Be a Tree; Enrichment</i>  <i>76. Tree Cookies; Variation</i></p>

\*\*At each grade level, curricular options include more complex examples of previous years' objectives.

**VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS**  
**Grades PreK – 3**

5.0 Controlling Language: Students will control language by applying the conventions of Standard English in speaking and writing.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p>C. Mechanics</p> <ol style="list-style-type: none"> <li>1. Explain the purpose of mechanics to make and clarify meaning</li>   <li>2. Comprehend basic punctuation and capitalization in written language               <ol style="list-style-type: none"> <li>a. Recognize that names begin with a capital letter</li> <li>b. Recognize that space is used to separate words</li> </ol> </li> </ol> <p>61. <i>The Closer You Look; Enrichment</i> 62. <i>To Be a Tree; Enrichment</i></p>	<p>C. Mechanics</p> <ol style="list-style-type: none"> <li>1. Explain the purpose of mechanics to make and clarify meaning</li>   <li>2. Comprehend and use basic punctuation and capitalization in written language               <ol style="list-style-type: none"> <li>a. Use periods at the end of sentences</li> <li>b. Use capital letters for first letters of names and beginning sentences</li> </ol> </li> </ol> <p>2. <i>Get in Touch with Trees; Part B</i> 18. <i>Tale of the Sun; Enrichment</i> 61. <i>The Closer You Look; Enrichment</i> 62. <i>To Be a Tree; Enrichment</i></p>	<p>C. Mechanics</p> <ol style="list-style-type: none"> <li>1. Explain the purpose of mechanics to make and clarify meaning</li>   <li>2. Comprehend and use basic punctuation and capitalization in written language               <ol style="list-style-type: none"> <li>a. Consistently use end punctuation, such as period, question mark, exclamation mark</li> <li>b. Use periods in numbered lists</li> <li>c. Use commas in dates and salutations and closings</li> <li>d. Use capital letters to begin sentences and identify proper nouns, such as names</li> </ol> </li> </ol> <p>2. <i>Get in Touch with Trees; Part B</i> 8. <i>The Forest of S.T. Shrew; Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i> 61. <i>The Closer You Look; Enrichment</i> 62. <i>To Be a Tree; Enrichment</i> 76. <i>Tree Cookies; Variation</i></p>	<p>C. Mechanics</p> <ol style="list-style-type: none"> <li>1. Explain the purpose of mechanics to make and clarify meaning in academic and personal reading and writing</li>   <li>2. Comprehend and apply standard English punctuation and capitalization in written language               <ol style="list-style-type: none"> <li>a. Use periods and other end punctuation</li> <li>b. Use commas correctly in dates, addresses, salutations and closings, and items in a series</li> <li>c. Use apostrophes in contractions</li> <li>d. Use capital letters to identify proper nouns and to begin sentences</li> </ol> </li> </ol> <p>2. <i>Get in Touch with Trees; Part B</i> 8. <i>The Forest of S.T. Shrew; Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i> 61. <i>The Closer You Look; Enrichment</i> 62. <i>To Be a Tree; Enrichment</i> 76. <i>Tree Cookies; Variation</i></p>	<p>C. Mechanics</p> <ol style="list-style-type: none"> <li>1. Explain the purpose of mechanics to make and clarify meaning in academic and personal reading and writing</li>   <li>2. Apply standard English punctuation and capitalization in written language**               <ol style="list-style-type: none"> <li>a. Use correct end punctuation</li> <li>b. Use commas correctly in dates, addresses, cities and states, salutations and closings, and items in a series</li> <li>c. Use underlining for titles of books</li> <li>d. Use apostrophes in contractions and singular possessives</li> <li>e. Use quotation marks in simple dialogue</li> <li>f. Use capital letters to begin a sentence and identify a proper noun</li> <li>g. Indent for paragraphs</li> </ol> </li> </ol> <p>2. <i>Get in Touch with Trees; Part B</i> 8. <i>The Forest of S.T. Shrew; Enrichment</i> 18. <i>Tale of the Sun; Enrichment</i> 61. <i>The Closer You Look; Enrichment</i> 62. <i>To Be a Tree; Enrichment</i> 76. <i>Tree Cookies; Variation</i></p> <ol style="list-style-type: none"> <li>3. Explain editorial choices involving mechanics</li> </ol>

\*\*At each grade level, curricular options include more complex examples of previous years' objectives.

**VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS**  
**Grades PreK – 3**

5.0 Controlling Language: Students will control language by applying the conventions of Standard English in speaking and writing.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
	<p><b>D. Spelling</b></p> <p><b>1. Apply conventional spelling in written language</b></p> <ul style="list-style-type: none"> <li>a. Spell first and last name correctly</li> <li>b. Spell a few high frequency words correctly</li> <li>c. Use letters to represent phonemes in words</li> <li>d. Use classroom resources to spell unknown words, such as labeled objects, word walls, charts, pictionaries</li> </ul> <p><b>2. <i>Get in Touch with Trees; Part B</i></b>  <b>18. <i>Tale of the Sun; Enrichment</i></b>  <b>61. <i>The Closer You Look; Enrichment</i></b>  <b>62. <i>To Be a Tree; Enrichment</i></b></p>	<p><b>D. Spelling</b></p> <p><b>1. Apply conventional spelling in written language</b></p> <ul style="list-style-type: none"> <li>a. Correctly spell several non-phonetic high frequency words</li> <li>b. Spell phonetically regular high frequency words</li> <li>c. Correctly spell grade level appropriate pattern words</li> <li>d. Spell two syllable words that follow regular spelling patterns, including compound words</li> <li>e. Encode words with simple blends</li> <li>f. Spell words with simple prefixes and inflectional endings</li> <li>g. Use temporary spelling to attempt unknown words</li> <li>h. Access resources to spell unknown words, such as labeled objects, word walls, charts, pictionaries</li> </ul> <p><b>2. <i>Get in Touch with Trees; Part B</i></b>  <b>8. <i>The Forest of S.T. Shrew; Enrichment</i></b></p>	<p><b>D. Spelling</b></p> <p><b>1. Apply conventional spelling in written language</b></p> <ul style="list-style-type: none"> <li>a. Spell non-phonetic high frequency words</li> <li>b. Spell phonetically regular high frequency words</li> <li>c. Spell grade level appropriate pattern words</li> <li>d. Spell two syllable words that follow regular spelling patterns, including compound words</li> <li>e. Spell words with simple prefixes and suffixes</li> <li>f. Represent all sounds in a word when attempting unknown words</li> <li>g. Access resources to spell unknown words, such as word wall, content word chart, dictionary, technology</li> </ul> <p><b>2. <i>Get in Touch with Trees; Part B</i></b>  <b>8. <i>The Forest of S.T. Shrew; Enrichment</i></b>  <b>18. <i>Tale of the Sun; Enrichment</i></b></p>	<p><b>D. Spelling</b></p> <p><b>1. Recognize conventional spelling in and through personal and academic reading</b></p> <p><b>2. Apply conventional spelling in written language</b></p> <ul style="list-style-type: none"> <li>a. Spell non-phonetic high frequency words</li> <li>b. Spell words with common prefixes and suffixes</li> <li>c. Modify spellings when adding inflectional endings and suffixes</li> <li>d. Spell words that follow regular spelling patterns in multi-syllabic words</li> <li>e. Spell previously studied contractions and possessives</li> <li>f. Access resources as a spelling aid, such as word wall, dictionary, technology</li> </ul> <p><b>2. <i>Get in Touch with Trees; Part B</i></b>  <b>8. <i>The Forest of S.T. Shrew; Enrichment</i></b>  <b>18. <i>Tale of the Sun; Enrichment</i></b>  <b>61. <i>The Closer You Look; Enrichment</i></b>  <b>62. <i>To Be a Tree; Enrichment</i></b></p>

\*\*At each grade level, curricular options include more complex examples of previous years' objectives.

7/8/2004

Indicators/objectives that include assessment limits are assessed on MSA.

**VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS**

**Grades PreK – 3**

5.0 Controlling Language: Students will control language by applying the conventions of Standard English in speaking and writing.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
	<p><b>E. Handwriting</b></p> <ol style="list-style-type: none"> <li>1. Produce writing that is legible to the audience                             <ol style="list-style-type: none"> <li>a. Develop fine motor skills necessary to control and sustain handwriting</li> <li>b. Form upper and lower case manuscript letters</li> </ol> </li> <li>2. <i>Get in Touch with Trees; Part B</i></li> <li>8. <i>The Forest of S.T. Shrew; Enrichment</i></li> <li>18. <i>Tale of the Sun; Enrichment</i></li> <li>61. <i>The Closer You Look; Enrichment</i></li> <li>62. <i>To Be a Tree; Enrichment</i></li> <li>76. <i>Tree Cookies; Variation</i></li> </ol>	<p>18. <i>Tale of the Sun; Enrichment</i>                      61. <i>The Closer You Look; Enrichment</i>                      62. <i>To Be a Tree; Enrichment</i>                      76. <i>Tree Cookies; Variation</i></p> <p><b>E. Handwriting</b></p> <ol style="list-style-type: none"> <li>1. Produce writing that is legible to the audience                             <ol style="list-style-type: none"> <li>a. Form upper and lower case manuscript letters</li> <li>b. Control size and spacing of manuscript letters on appropriately lined paper</li> <li>c. Use manuscript in daily assignments to build accuracy and automaticity</li> </ol> </li> <li>2. <i>Get in Touch with Trees; Part B</i></li> <li>8. <i>The Forest of S.T. Shrew; Enrichment</i></li> <li>18. <i>Tale of the Sun; Enrichment</i></li> <li>61. <i>The Closer You Look; Enrichment</i></li> <li>62. <i>To Be a Tree; Enrichment</i></li> <li>76. <i>Tree Cookies; Variation</i></li> </ol>	<p>61. <i>The Closer You Look; Enrichment</i>                      62. <i>To Be a Tree; Enrichment</i>                      76. <i>Tree Cookies; Variation</i></p> <p><b>E. Handwriting</b></p> <ol style="list-style-type: none"> <li>1. Produce writing that is legible to the audience                             <ol style="list-style-type: none"> <li>a. Form upper and lower case cursive letters</li> <li>b. Use manuscript in daily assignments to build accuracy and automaticity</li> <li>c. Use connecting strokes to write continuous text</li> </ol> </li> <li>2. <i>Get in Touch with Trees; Part B</i></li> <li>8. <i>The Forest of S.T. Shrew; Enrichment</i></li> <li>18. <i>Tale of the Sun; Enrichment</i></li> <li>61. <i>The Closer You Look; Enrichment</i></li> <li>62. <i>To Be a Tree; Enrichment</i></li> <li>76. <i>Tree Cookies; Variation</i></li> </ol>	<p>76. <i>Tree Cookies; Variation</i></p> <p>3. Maintain a personal list of words to use in editing original writing</p> <p><b>E. Handwriting</b></p> <ol style="list-style-type: none"> <li>1. Produce writing that is legible to the audience                             <ol style="list-style-type: none"> <li>a. Use manuscript fluently when appropriate to the task</li> <li>b. Form upper and lower case letters using cursive writing</li> <li>c. Use connecting strokes to write continuous text for daily assignments</li> <li>d. Use cursive writing for independent assignments to build accuracy and automaticity</li> <li>e. Use word processing technology when appropriate</li> </ol> </li> <li>2. <i>Get in Touch with Trees; Part B</i></li> <li>8. <i>The Forest of S.T. Shrew; Enrichment</i></li> <li>18. <i>Tale of the Sun; Enrichment</i></li> </ol>

\*\*At each grade level, curricular options include more complex examples of previous years' objectives.

7/8/2004

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VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS  
Grades PreK – 3

5.0 Controlling Language: Students will control language by applying the conventions of Standard English in speaking and writing.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
				<p>61. <i>The Closer You Look; Enrichment</i>            62. <i>To Be a Tree; Enrichment</i>            76. <i>Tree Cookies; Variation</i></p>

\*\*At each grade level, curricular options include more complex examples of previous years' objectives.

**VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS**  
**Grades PreK – 3**

6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>A. Listening</b></p> <p>1. Demonstrate active listening strategies</p> <p>a. Attend to the speaker</p> <p><i>87. Earth Manners</i></p> <p>2. Comprehend and analyze what is heard</p> <p>a. Determine a speaker's general purpose</p> <p>b. Identify rhythms and patterns of language, including rhyme and repetition</p> <p>c. Demonstrate an understanding of what is heard by retelling and relating prior knowledge</p> <p>d. Follow a set of two- or three- step directions</p> <p>e. Listen carefully to expand and enrich vocabulary</p> <p><i>87. Earth Manners</i></p>	<p><b>A. Listening</b></p> <p>1. Demonstrate active listening strategies</p> <p>a. Attend to the speaker</p> <p><i>16. Pass the Plants, Please; Enrichment</i></p> <p><i>18. Tale of the Sun</i></p> <p><i>87. Earth Manners</i></p> <p>2. Comprehend and analyze what is heard</p> <p>a. Determine a speaker's general purpose</p> <p>b. Identify rhythms and patterns of language, including rhyme and repetition</p> <p>c. Demonstrate an understanding of what is heard by retelling and relating prior knowledge</p> <p>d. Follow a set of two- or three- step directions</p> <p>e. Listen carefully to expand and enrich vocabulary</p> <p><i>16. Pass the Plants, Please; Enrichment</i></p> <p><i>18. Tale of the Sun</i></p> <p><i>87. Earth Manners</i></p>	<p><b>A. Listening</b></p> <p>1. Demonstrate active listening strategies</p> <p>a. Attend to the speaker</p> <p>b. Respond appropriately to clarify and understand</p> <p><i>8. The Forest of S.T. Shrew</i></p> <p><i>16. Pass the Plants, Please; Enrichment</i></p> <p><i>18. Tale of the Sun</i></p> <p><i>87. Earth Manners</i></p> <p>2. Comprehend and analyze what is heard</p> <p>a. Determine a speaker's general purpose</p> <p>b. Identify rhythms and patterns of language, including rhyme and repetition</p> <p>c. Demonstrate an understanding of what is heard by retelling, asking questions, and relating prior knowledge</p> <p>d. Follow a set of multi-step directions</p> <p>e. Listen carefully to expand and enrich vocabulary</p> <p>f. Make judgments based on information from the speaker</p> <p><i>8. The Forest of S.T. Shrew</i></p> <p><i>16. Pass the Plants, Please; Enrichment</i></p> <p><i>18. Tale of the Sun</i></p> <p><i>87. Earth Manners</i></p>	<p><b>A. Listening</b></p> <p>1. Demonstrate active listening strategies</p> <p>a. Attend to the speaker</p> <p>b. Ask appropriate questions</p> <p>c. Respond appropriately to clarify and understand</p> <p><i>8. The Forest of S.T. Shrew</i></p> <p><i>13. We All Need Trees; Part B</i></p> <p><i>16. Pass the Plants, Please; Enrichment</i></p> <p><i>18. Tale of the Sun</i></p> <p><i>87. Earth Manners</i></p> <p>2. Comprehend and analyze what is heard</p> <p>a. Determine whether a speaker's general purpose is to inform, to persuade, or to entertain</p> <p>b. Identify rhythms and patterns of language, including alliteration, onomatopoeia, rhyme, and repetition</p> <p>c. Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing</p> <p>d. Follow a set of multi-step directions</p> <p>e. Listen carefully to expand and enrich vocabulary</p> <p>f. Make judgments based on information from the speaker</p> <p><i>8. The Forest of S.T. Shrew</i></p> <p><i>13. We All Need Trees; Part B</i></p> <p><i>16. Pass the Plants, Please; Enrichment</i></p> <p><i>18. Tale of the Sun</i></p> <p><i>87. Earth Manners</i></p>	<p><b>A. Listening</b></p> <p>1. Demonstrate active listening strategies</p> <p>a. Attend to the speaker</p> <p>b. Ask appropriate questions</p> <p>c. Respond appropriately to clarify and understand</p> <p><i>8. The Forest of S.T. Shrew</i></p> <p><i>13. We All Need Trees; Part B</i></p> <p><i>16. Pass the Plants, Please; Enrichment</i></p> <p><i>18. Tale of the Sun</i></p> <p><i>87. Earth Manners</i></p> <p>2. Comprehend and analyze what is heard</p> <p>a. Determine whether a speaker's general purpose is to inform, to persuade, or to entertain</p> <p>b. Identify rhythms and patterns of language, including alliteration, onomatopoeia, rhyme, and repetition</p> <p>c. Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing</p> <p>d. Follow a set of multi-step directions</p> <p>e. Listen carefully to expand and enrich vocabulary</p> <p>f. Make judgments based on information from the speaker</p> <p><i>8. The Forest of S.T. Shrew</i></p> <p><i>13. We All Need Trees; Part B</i></p> <p><i>16. Pass the Plants, Please; Enrichment</i></p> <p><i>18. Tale of the Sun</i></p> <p><i>87. Earth Manners</i></p>

VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS  
Grades PreK – 3

6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3

**VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS**  
**Grades PreK – 3**

7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>A. Speaking</b></p> <p>1. Use organization and delivery strategies</p> <p>a. Speak clearly enough to be heard and understood in a variety of settings</p> <p>2. Make oral presentations</p> <p>a. Speak in a variety of situations to inform and/or relate experiences, such as retelling stories</p> <p>b. Use props in situations, such as show-and-tell</p>	<p><b>A. Speaking</b></p> <p>1. Use organization and delivery strategies</p> <p>a. Speak clearly enough to be heard and understood in a variety of settings</p> <p><i>16. Pass the Plants, Please; Enrichment</i></p> <p>2. Make oral presentations</p> <p>a. Speak in a variety of situations to inform and/or relate experiences, such as retelling stories and/or state an opinion</p> <p>b. Use props in situations, such as show-and-tell</p> <p><i>16. Pass the Plants, Please; Enrichment</i></p>	<p><b>A. Speaking</b></p> <p>1. Use organization and delivery strategies</p> <p>a. Speak clearly enough to be heard and understood in a variety of settings</p> <p>b. Use verbal and non-verbal techniques useful in communication, such as volume and/or gestures</p> <p><i>16. Pass the Plants, Please; Enrichment</i></p> <p><i>43. Have Seeds, Will Travel</i></p> <p>2. Make oral presentations</p> <p>a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories</p> <p>b. State a position and support it with reasons</p> <p>c. Use props when appropriate</p> <p><i>4. Sounds Around; Part B</i></p> <p><i>16. Pass the Plants, Please; Enrichment</i></p>	<p><b>A. Speaking</b></p> <p>1. Use organization and delivery strategies</p> <p>a. Speak clearly enough to be heard and understood in a variety of settings</p> <p>b. Use verbal and non-verbal techniques useful in communication, such as volume and/or gestures</p> <p><i>4. Sounds Around; Part B</i></p> <p><i>16. Pass the Plants, Please; Enrichment</i></p> <p>2. Make oral presentations</p> <p>a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories</p> <p>b. State a position and support it with reasons</p> <p>c. Participate in dramatic presentations</p> <p>d. Plan and deliver effective oral presentations</p> <p>e. Use props when appropriate</p> <p><i>4. Sounds Around; Part B</i></p> <p><i>16. Pass the Plants, Please; Enrichment</i></p>	<p><b>A. Speaking</b></p> <p>1. Use organization and delivery strategies at an appropriate level</p> <p>a. Speak clearly enough to be heard and understood in a variety of situations for a variety of purposes</p> <p>b. Use appropriate non-verbal techniques to enhance communications</p> <ul style="list-style-type: none"> <li>• Posture</li> <li>• Eye contact</li> <li>• Facial expressions</li> <li>• Gestures</li> </ul> <p><i>4. Sounds Around; Part B</i></p> <p><i>16. Pass the Plants, Please; Enrichment</i></p> <p>2. Make oral presentations</p> <p>a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories</p> <p>b. State a position and support it with reasons</p> <p>c. Participate in dramatic presentations</p> <p>d. Plan and deliver effective oral presentations</p> <p>e. Use props when appropriate</p> <p><i>4. Sounds Around; Part B</i></p> <p><i>16. Pass the Plants, Please; Enrichment</i></p>

VOLUNTARY STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS

Grades PreK – 3

7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3