

Speaking and Listening Standards

	Kindergarten students:		1st grade students:		2nd grade students:
K.1	The student will build oral communication skills.	1.1	The student will develop oral communication skills.	2.1	The student will use oral communication skills.
	<p>a) Listen actively and speak using agreed-upon rules for discussion.</p> <p>b) Initiate conversations with peers and adults.</p> <p>c) Follow implicit rules for conversation, including taking turns and staying on topic.</p> <p>d) Discuss various topics collaboratively with partners.</p> <p>e) Use appropriate voice level, phrasing, and intonation for various language situations.</p> <p>f) Follow one and two step directions.</p> <p>g) Ask how and why questions to seek help, get information, or clarify information.</p>		<p>a) Listen actively and speak using agreed-upon rules for discussion.</p> <p>b) Initiate conversation with peers and adults.</p> <p>c) Adapt or change oral language to fit the situation.</p> <p>d) Use appropriate voice level, phrasing, and intonation.</p> <p>e) Participate in collaborative and partner discussions about various texts and topics.</p> <p>f) Follow rules for conversation using appropriate voice level in small-group settings.</p> <p>g) Ask and respond to questions to seek help, get information, or clarify information.</p>		<p>a) Listen actively and speak using agreed-upon rules for discussion using eye contact, facing the speaker, and asking questions.</p> <p>b) Speak audibly with appropriate voice level, phrasing, and intonation</p> <p>c) Share information orally with appropriate facts and relevant details</p> <p>d) Use increasingly complex sentence structure in oral communication</p> <p>e) Begin to self correct errors in language use</p> <p>f) Participate as a contributor and a leader in collaborative and partner discussions</p> <p>g) Ask and answer questions to seek help, get information, or clarify information</p>

	<p>h) Work respectfully with others.</p> <p>i) Demonstrate growth in early literacy skills.</p> <p>j) Listen and respond to a various text and media.</p> <p>k) Participate in a variety of oral language activities including choral and echo speaking and recitation.</p> <p>l) Tell stories orally and through creative dramatics.</p> <p>m) Express ideas in complete sentences.</p>		<p>h) Restate and follow simple two-step oral directions.</p> <p>i) Give simple two-step oral directions.</p> <p>j) Express ideas orally in complete sentences.</p> <p>k) Work respectfully with others.</p> <p>l) Increase listening and speaking vocabularies.</p> <p>m) Express ideas in complete sentences.</p>		<p>h) Retell information shared by others in sequential order</p> <p>i) Restate and follow multi-step directions</p> <p>j) Give multi-step directions</p> <p>k) Work respectfully with others and show value for individual contributions</p>
K.2	The student will orally demonstrate growth in early literacy skills.	1.2	The student will orally demonstrate growth in early literacy skills.	2.2	The student will orally demonstrate an understanding of early literacy skills.
	<p>a) Listen and respond to a variety of text and media.</p> <p>b) Participate to a variety of oral language activities including choral and echo speaking and recitation.</p> <p>c) Given a series of pictures, orally retell a story or sequence of events in order.</p>		<p>a) Listen and respond to a variety of text and media.</p> <p>b) Participate in a variety of oral language activities including choral and echo speaking and recitation.</p> <p>c) Tell and retell stories and events in sequential order.</p> <p>d) Create a simple presentation using</p>		<p>a) Create a simple presentation using multimodal tools</p> <p>b) Create oral stories to share with others</p> <p>c) Create and participate in oral dramatic activities</p> <p>d) Participate in a variety of oral language activities including choral</p>

			multimodal tools		speaking and recitation
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	Kindergarten students:		1st grade students:		2nd grade students:
K.3	The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.	1.3	The student will orally identify, produce, segment, blend, and manipulate various phonemes within words to develop phonological and phonemic awareness.	2.3	The student will orally identify, produce, segment, blend, and manipulate various phonemes within words to develop phonological and phonemic awareness.
	<ul style="list-style-type: none"> a) Begin to discriminate between spoken sentences, words, and syllables. b) Blend and segment one syllable words into onset and rime. c) Identify and produce words that rhyme c) Segment one syllable words into individual phonemes d) Blend phonemes to make one-syllable words 		<ul style="list-style-type: none"> a) Identify and produce words that rhyme b) Count phonemes in one-syllable words. c) Blend phonemes to make one-syllable words d) Segment one-syllable words into individual phonemes. e) Add or delete phonemes to make new words. f) Blend and segment multisyllabic words at the syllable level. 		<ul style="list-style-type: none"> a) Identify and produce words that rhyme b) Count phonemes in one-syllable words c) Blend phonemes to make one-syllable words. d) Segment one-syllable words into individual phonemes. e) Add or delete phonemes to make new words. f) Blend and segment multisyllabic words at the syllable level.

	<p>e) Identify words according to shared beginning or ending sounds.</p> <p>f) Blend and segment multisyllabic words at the syllable level</p>				
K.4	The student will understand how print is organized and read.	1.4	The student will apply knowledge of how print is organized and read.	2.4	The student will use phonetic strategies when reading and spelling
	<p>a) Hold print materials in the correct position.</p> <p>b) Identify the front cover, the back cover, and the title page of a book.</p> <p>c) Distinguish between the printed word and pictures.</p> <p>d) Follow words from the left to the right and from the top to the bottom of the page.</p> <p>e) Use knowledge about alphabetical order by first letter.</p>		<p>a) Read from left to right and from top to bottom.</p> <p>b) Match spoken words with print.</p> <p>c) Identify letters, words, sentences, and ending punctuation.</p>		<p>a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words</p> <p>b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words</p> <p>c) Decode multisyllabic words</p> <p>d) Apply decoding strategies to confirm or correct while reading</p> <p>e) Uses syllable patterns to read unknown words</p> <p>f) Read and spell commonly used DOLCH sight words</p>

					(pre-primer through second grade).
K.5	The student will demonstrate an understanding that print conveys meaning.	1.5	The student will apply phonetic principles to read and spell.	2.5	The student will use semantic clues and syntax to expand vocabulary when reading
	<p>a) Identify common signs and symbols.</p> <p>b) Explain that printed materials provide information.</p> <p>c) Read and explain own writings and drawings.</p> <p>d) Read his/her own name and pre-primer and primer DOLCH high frequency words.</p>		<p>a) Use initial and final consonants to decode and spell one-syllable words.</p> <p>b) Use two-letter consonant blends to decode and spell one-syllable words.</p> <p>c) Use consonant digraphs to decode and spell one-syllable words.</p> <p>d) Use short vowel sounds to decode and spell one-syllable words.</p> <p>e) Blend initial, medial, and final sounds to recognize and read words.</p> <p>f) Use word patterns to decode unfamiliar words.</p> <p>g) Read and spell simple two-syllable compound words.</p> <p>h) Read and spell commonly used DOLCH sight words (pre-primer through first grade).</p>		<p>a) Use information and context clues in the story to read words.</p> <p>b) Use knowledge of sentence structure to determine the meaning of unknown words.</p>
K.6	The students will develop an	1.6	The student will use semantic	2.6	The student will expand

	understanding of basic phonetic principles.		clues and syntax for support when reading.		vocabulary and use of word meanings.
	<p>a) Identify and name the capital and the lowercase letters.</p> <p>b) Match consonant sounds to the appropriate letters.</p> <p>c) Identify short vowel sounds.</p> <p>d) Identify long vowel sounds.</p> <p>e) Match and identify initial consonant digraph sounds to appropriate letters.</p> <p>f) Match and identify final consonant blends to appropriate letters.</p> <p>g) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.</p>		<p>a) Use words, phrases, and sentences.</p> <p>b) Use titles and pictures.</p> <p>c) use information in the story to read words.</p> <p>d) Use knowledge of sentence structure.</p>		<p>a) Use knowledge of homophones.</p> <p>b) Use knowledge of prefixes and suffixes.</p> <p>c) Use knowledge of antonyms and synonyms.</p> <p>d) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.</p> <p>e) Use word reference materials including dictionaries, glossaries, and indices.</p> <p>f) Use vocabulary from other content areas.</p> <p>g) Use knowledge of multiple meaning words.</p> <p>verbs ?</p>
K.7	The student will expand vocabulary and use of word meanings.	1.7	The student will expand vocabulary and use of word meanings.	2.7	The student will read and demonstrate comprehension of fictional texts.
	<p>a) Discuss meanings of words</p>		<p>a) Discuss meanings of words in context.</p>		<p>a) Make and confirm predictions</p> <p>b) Connect previous experience</p>

	<ul style="list-style-type: none"> b) Increase vocabulary by listening to a variety of texts read aloud. c) Use vocabulary from other content areas d) Ask about words not understood e) Use number words f) Use nouns to identify and name people, places, and things g) Use adjectives to describe location, size, color, and shape h) Use verbs to identify actions 		<ul style="list-style-type: none"> b) Develop vocabulary by listening to and reading a variety of texts. c) Ask for the meaning of unknown words and make connections to familiar words. d) Use text clues such as words or pictures to discern meanings of unknown words. e) Use vocabulary from other content areas. f) Use singular and plural nouns. g) Use adjectives to describe nouns. h) Use verbs to identify actions. 		<ul style="list-style-type: none"> c) Ask and answer questions using the text for support d) Describe characters, setting, and plot events in fictions and poetry e) Identify the conflict and resolution (problem, goal, outcome) f) Identify the main idea g) Summarize stories and events with beginning, middle, and end in the correct sequence h) Draw conclusions based on the text i) Read and reread familiar stories with fluency, accuracy, and meaningful
K.8	The student will demonstrate comprehension of fictional texts.	1.8	The student will use simple reference materials		
	<ul style="list-style-type: none"> a) Identify the role of an author and illustrator. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Ask and answer questions about what is 		<ul style="list-style-type: none"> a) Use knowledge of alphabetical order by first and second letter. b) Use a picture or text dictionary to find meanings of unfamiliar words. 		

	<p>read.</p> <p>e) Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.</p>				
K.9	The student will demonstrate comprehension of nonfiction texts.	1.9	The student will read a comprehension of a variety of fictional texts.	2.9	The student will read and demonstrate comprehension of nonfiction text
	<p>a) Use pictures to identify topic and make predictions.</p> <p>b) Identify text features specific to the topic, such as titles, headings, and pictures.</p> <p>c) Ask and answer questions about what is read.</p>		<p>a) Preview the selection.</p> <p>b) Set a purpose for reading.</p> <p>c) Relate previous experiences to what is read.</p> <p>d) Make and confirm predictions.</p> <p>e) Ask and answer who, what, when, where, why, and how questions about what is read.</p> <p>f) Identify character, setting, and important events.</p> <p>g) Retell stories and events, using beginning, middle, and end in a sequential order.</p> <p>h) Identify main idea.</p> <p>i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.</p>		<p>a) Make and confirm predictions</p> <p>b) Use prior and background knowledge as context for learning (make self to text and text to text connections)</p> <p>c) Set a purpose for reading</p> <p>d) Ask and answer questions using the text as support</p> <p>e) Identify the main idea</p> <p>f) Draw conclusions based</p> <p>g) Read and reread familiar texts with fluency, accuracy, and meaningful expression</p>

K.10	The student will print in manuscript.	1.10	The student will read and demonstrate comprehension of a variety of nonfiction texts.		
	<ul style="list-style-type: none"> a) Print capital and lowercase letters of the alphabet independently. b) Print his/her first and last name. c) Capitalize first letter of one's name. 		<ul style="list-style-type: none"> a) Preview the selection. b) Use prior and background knowledge as context for new learning. c) Set a purpose for reading. d) Identify text features such as pictures, headings, charts, and captions. e) Make and confirm predictions. f) Ask and answer who, what, where, when, why, and how questions about what is read. g) Identify the main idea. h) Read and reread familiar texts with fluency, accuracy, and meaningful expression. 		

	Kindergarten students:		1st grade students:		2nd grade students:
	The student will use alphabetic knowledge and correct handwriting.		The student will use alphabetic knowledge and correct handwriting.		The student will use alphabetic knowledge and correct handwriting.
	<ul style="list-style-type: none"> a) Recite the alphabet in order. b) Name upper and lower case letters. c) Match upper and lower case letters. d) Copy the alphabet, upper and lower case, on lined paper. e) Write any letter to dictation. f) Copy simple sentences accurately. g) Write left to right and top to bottom. h) Alphabetize to the first letter. i) Space words within 		<ul style="list-style-type: none"> a) Use legible manuscript letter formation spaced within given lines on primary writing paper. b) Write the whole lower case alphabet with satisfactory fluency (in less than one minute). c) Write the whole upper case alphabet with satisfactory fluency. d) Copy sentences on a paper with satisfactory fluency. e) Space words within sentences. f) Alphabetize to the second letter in a list of words. 		<ul style="list-style-type: none"> a) Alphabetize to the third letter. b) Write the manuscript alphabet legibly and with fluency. c) Space words within sentences. d) Begin the transition to cursive handwriting by writing capital and lowercase letters in cursive. e) Begin to sign his/her first and last names.

	sentences. j) Write his/her first and last name.			
	The student will use correct grammar and conventions.		The student will use correct grammar and conventions.	
	<ul style="list-style-type: none"> a) Orally use the correct form of irregular verbs such as go (went), have (had, has), do (did), think (thought), take (took). OL b) Orally use the correct article with a noun (a, an, the) OL c) Speak in complete sentences. d) Orally use verbs that agree with nouns (he doesn't) e) Orally use comparative and superlative forms with common adverbs and adjectives. f) Orally use personal pronouns in compounds (I, me) g) Compose simple sentences. 		<ul style="list-style-type: none"> a) Write in complete sentences; join compounds with "and" and "but." b) Write the correct form of irregular verbs. c) Write sentences with correct subject-verb agreement. d) Write comparative and superlative endings (-er, -est) with common vocabulary. e) Maintain consistent verb tense in compositions. f) Use correct pronouns with clear referents. g) Use complete prepositional phrases. h) Use the appropriate article (the, a, an) before nouns. i) Write complete sentences for answers to questions. j) Formulate questions from statements. k) Identify the four basic sentence types. 	<ul style="list-style-type: none"> a. Write the correct form of less common irregular verbs. b. Use correct subject-verb agreement. c. Use comparative and superlative forms, including "more" and "most" d. Avoid using double negatives. e. Use conventional personal pronouns in subject and object positions. f. Use consistent verb tense throughout paragraphs. g. Vary sentence type in composition. h. Use singular and plural nouns. i. Use pronouns. j. q) Use contractions and singular possessives. k. Use past and present verbs. l. Use adjectives correctly.

	The student will use correct capitalization and punctuation.		The student will use correct capitalization and punctuation.		The student will use correct capitalization and punctuation.
	<ul style="list-style-type: none"> a) Use a period at the end of a sentence. b) Use an apostrophe in possessive tenses. c) Capitalize the first word in a sentence. d) Capitalize the first letter of a person's name. e) Capitalize the word I. f) Differentiate between capital and lowercase letters. 		<ul style="list-style-type: none"> a) Use a question mark at the end of a question. b) Use an exclamation point for an exclamation. c) Use periods at the ends of statements and in abbreviations. d) Place an apostrophe in a contraction and explain what it stands for. e) Use a comma to separate city and state in your own address. f) Use a comma to separate the month and day from the year. g) Capitalize the first word in a sentence. h) Capitalize proper nouns such as names of people, names of days and months, names of places in family addresses, names of holidays, and titles of books. 		<ul style="list-style-type: none"> a) Use a period at the end of a statement/ declarative. b) Use a question mark at the end of a question/ interrogative. c) Use an exclamation point at the end of an exclamation/ exclamatory. d) Use an apostrophe to show possession or to mark a contraction. e) Use a comma to separate items in a list, f) Use a comma to separate the parts of a compound sentence. g) Use a comma to separate city and state in any address. h) Use a comma to separate the month and day from the year. i) Use periods with abbreviations for Street, Road, Lane, Place, Avenue, etc. j) Capitalize first and last names. k) Capitalize formal names in family members (Aunt Betty). l) Capitalize proper nouns such as names of people, names of days and months, names of places in family addresses, names of holidays, and titles of books. m) Identify when words should not be capitalized. n) Use apostrophes in contractions

				and possessives. o) Use commas in salutations and closing of a letter.
	The student will organize ideas.		The student will organize ideas.	The student will organize ideas.
	a) Focus on one topic in an oral discussion.		a) Focus on one topic. b) Categorize ideas and use simple semantic webs or graphics to show how ideas are organized.	a) Understand writing as a process. b) Identify audience and purpose. c) Use prewriting activities to generate ideas before writing. d) Use strategies for organization according to the type of writing. e) Organize writing to include a beginning, middle, and end.
	The student will write in a variety of forms.		The student will write in a variety of forms.	The student will write in a variety of forms.
	a) Use prewriting activities to generate ideas including drawing pictures. b) COmpose simple sentences. c) Write a short narrative d) Write a short description. e) Share writing with others.		a) Use prewriting activities to generate ideas. b) Use time order words to indicate the order of events or ideas. c) Use complete sentences. d) Write a short narrative. e) Write a short description. f) Write to express an opinion and give a reason.	a) Use prewriting activities to generate ideas. b) Write a narrative. c) Write a description. d) Write to express an opinion and give a reason. e) Write a friendly letter. f) Write an expository piece. g) Write facts about a subject to support a main idea.

			<p>g) REvise by adding descriptive words when writing about people, places, things, and events.</p> <p>h) Share writing with others.</p>		<p>h) Expand writing to include descriptive details.</p> <p>i) Revise writing for clarity.</p> <p>j) Share writing with others.</p>
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	Kindergarten students:		1st grade students:		2nd grade students:
	The student will use spelling rules to spell words correctly.		The student will use spelling rules to spell words correctly.		The student will use spelling rules to spell words correctly.
	<p>a) Write a conventional grapheme for each speech sound in English.</p> <p>b) Write regular, closed syllables with two and three phonemes, using high-probability sound-letter correspondence. (VC, CVC)</p> <p>c) Write unknown words with typical inventive spellings showing awareness of most speech sounds (“illustrated by”- ilashtradid bi)</p>		<p>a) Write regular, closed syllables with three and four phonemes, including:</p> <ul style="list-style-type: none"> - digraphs, blends, and “position” spellings (-ck, -ll, -ss, -ff) - simple VCe syllables - words with long vowels ee, ea, ai, and oa - words with /i/ spelled y - common words with endings -ed, -ing, and -s. <p>b) Write common irregular words from the DOLCH grade 1 list.</p> <p>c) Write the correct choice among common homophones (to, two, too, etc.)</p>		<p>a) Write common irregular words from the DOLCH grade 2 list.</p> <p>b) Spell regular long vowel syllables including vowel teams, VCe, and open syllables in two-syllable words.</p> <p>c) Spell vowel-r combinations ir, ur, er, or, ar.</p> <p>d) Spell diphthongs by pattern and position, including -ou/ow and oi/oy.</p> <p>e) Spell past tense (three sounds for -ed) and plural endings (-s and -es) on common vocabulary.</p>

	<p>d) Write common irregular words from the DOLCH pre-primer and primer lists.</p> <p>e) Apply spelling knowledge in writing short compositions.</p>		<p>d) Write contractions with an Apostrophe.</p> <p>e) Give a readable and accurate phonetic spelling for words that have not been taught.</p> <p>f) Use spelling knowledge to edit and proofread work by self and others.</p>		<p>f) With prompting, apply the consonant doubling, change the y to i, and drop silent e spelling rules for adding suffixes.</p> <p>g) Spell most common contractions.</p> <p>h) Use appropriate homophones for common vocabulary.</p> <p>i) Apply knowledge of consonant spelling patterns including: -hard and soft c and g -ge and -dge -ch and tch -qu</p> <p>j) Apply spelling knowledge in proofreading and editing.</p>
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