(1) **Developing and Sustaining Foundational Language Skills:** Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:

origins, and contextual mean	ings of words. The student is e	expected to:	T			T	Γ	T	T	T	Γ	T
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
(A) develop oral language	(A) develop oral	(A) develop oral	(A) develop oral	(A) develop oral	(A) self-select text and	(A) develop oral	(A) develop oral	(A) develop oral	(A) self-select text and	(A) self-select text and	(A) self-select text and	(A) self-select text and
through listening and	language through	language through	language through	language through	read independently for a	language through	language through	language through	read independently for	read independently for	read independently for	read independently for
speaking by:	listening and speaking	listening and speaking	listening and speaking	listening and	sustained period of	listening and speaking	listening and speaking	listening and speaking	a sustained period of	a sustained period of	a sustained period of	a sustained period of
(i) following, restating, and	by:	by:	by:	speaking by:	time;	by:	by:	by:	time;	time;	time;	time;
giving oral instructions	(i) following, restating,	(i) following, restating,	_	(i) following,	(B) develop vocabulary	(i) employing	(i) employing strategies	(i) developing strategies	(B) develop vocabulary	(B) develop vocabulary	(B) develop vocabulary	(B) develop vocabulary
that involve a short related	and giving oral	and giving oral	(i) following, restating,	restating, and giving	by:	strategies to support	to support active	to support active	by:	by:	by:	by:
sequence of actions;	instructions that involve a	instructions that	and giving oral	oral instructions that		active listening;	listening;	listening;				_
	short related sequence of	involve a short related	instructions that involve a	involve a short	(i) use a variety of		(1)		(i) using print or digital	(i) using print or digital	(i) using print or digital	(i) using print or digital
(ii) employing eye contact,	actions;	sequence of actions;	short related sequence of	related sequence of	resources print, digital, and web-based to	(ii) employing eye contact, speaking rate,	(ii) employing eye contact, speaking rate,	(ii) employing eye	resources to define,	resources to define, clarify, and validate	resources to define, clarify, and validate	resources to define, clarify, and validate
speaking rate, volume, enunciation, and the	(ii) employing eye	(ii) employing eye	actions;	actions;	determine meanings,	volume, enunciation.	volume, enunciation,	contact, speaking rate, volume, enunciation,	clarify, and validate understanding in	understanding in	understanding in	understanding in
conventions of language;	contact, speaking rate,	contact, speaking rate,		(ii) employing	syllabication, and	natural gestures, and	natural gestures, and	natural gestures, and	context;	context;	context;	context;
	volume, enunciation, and	volume, enunciation,	(ii) employing	appropriate eye	pronunciation to	conventions of	conventions of language	conventions of	Coment,	Coment,	Content,	,
(iii) developing social	the conventions of	and the conventions of	appropriate eye contact,	contact, speaking	validate understanding	language to	to communicate ideas	language to	(ii) using context,	(ii) using context,	(ii) using context,	(ii) using context,
communication, such as	language;	language;	speaking rate, volume,	rate, volume,	of unknown words;	communicate ideas	effectively; and	communicate ideas	morphology, and	morphology, and	morphology, and	morphology,
introducing self, common	(:::) d1:1	(:::\ _:-:	enunciation, and the	enunciation, and the	(::)	effectively; and	(iii) airing on anganigad	effectively; and	cognates to determine	cognates to determine	cognates to determine	etymology, and
greetings, and expressing needs and wants; and	(iii) developing social communication such as	(iii) giving informative presentations;	conventions of language;	conventions of	(ii) use context to determine the meaning	(iii) giving an	(iii) giving an organized presentation with a	(iii) giving an	denotation and connotation of	denotation and connotation of	denotation and connotation of	cognates to determine denotation and
needs and wants, and	introducing self and	presentations,	(iii) listoning and	language;	of unfamiliar words or	organized presentation	specific point of view;	organized presentation	unfamiliar words and	unfamiliar words and	unfamiliar words and	connotation of
(iv) answering open-ended	others, relating	(iv) developing social	(iii) listening and	(iii) actively listening	multiple meaning words	with a specific point of	specific point of view,	with a specific point of	phrases; and	phrases; and	phrases; and	unfamiliar words and
questions;	experiences to a	communication such	responding to information	and responding to	in grade level text;	view;	(B) develop vocabulary	view;	princes, and			phrases; and
(B) demonstrate	classmate, and expressing	as distinguishing	presented by others;	presented			by:		(iii) increasing	(iii) increasing	(iii) increasing	1
phonological awareness	needs and feelings; and	between asking and	(iv) listening to and	information;	(iii) determine the	(B) develop	(i) using print and	(B) develop vocabulary	vocabulary and learning	vocabulary and learning	vocabulary and learning	(iii) increasing
by:	(:-)	telling; and	distinguishing between	(:-) 41:	meaning and usage of grade-level academic	vocabulary by:	digital resources to	by:	new words and	new words and	new words and	vocabulary and learning
•	(iv) answering open- ended questions;	(v) asking and	relevant and irrelevant	(iv) developing social communication such	English words derived	(i) using print and	determine the meanings,	(i) using print and	concepts, including academic and other	concepts, including academic and other	concepts, including academic and other	new words and concepts, including
(i) identifying and	ended questions,	answering open-ended	information;	as applying	from Greek and Latin	digital resources to	syllabication,	digital resources to	content vocabulary; and	content vocabulary; and	content vocabulary; and	academic and other
producing rhyming words;	(B) demonstrate	questions;	information,	appropriate language	roots including: terr,	determine the	pronunciations, parts of	determine the	content vocabulary, and	content vocabulary, and	content vocabulary, and	content vocabulary; and
(ii) identifying the	phonological awareness	(B) demonstrate and	(v) developing social	for a situation using	chrono, audi, geo, dict,	meanings,	speech, and alternate	meanings, syllabication,	(C) develop oral	(C) develop oral	(C) develop oral	•
individual words in a	by:	apply phonetic	communication such as,	English language	photo, and ject;	syllabication,	word choices of words	pronunciations, parts of	language with a specific	language with a specific	language with a specific	(C) develop oral
spoken sentence;	(i) orally generating a	knowledge by:	conversing politely in all	conventions; and		pronunciations, parts	in context;	speech, and alternate	point of view.	point of view.	point of view.	language with a specific
(iii) recognizing spoken	series of original rhyming		situations; and	(v) muody oin o ouol	(iv) identify the	of speech, and alternate word choices	(ii) using context within	word choices of words				point of view.
alliteration or groups of	words using a variety of	(i) decoding and		(v) producing oral language in	meaning of base words with affixes including:	of words in context;	and beyond a sentence	in context;				
words that begin with the	phonograms and	encoding consonants,	(vi) producing oral	contextualized and	de-, trans-, super-, anti-,	of words in context,	to clarify the meaning of	(ii) using context within				
same spoken onset or	consonant blends;	trigraphs, and blends;	language in	purposeful ways	mid-, semi-, -al/ial, -ive,	(ii) using context	unfamiliar or multiple	and beyond a sentence				
initial sound;	(ii) distinguishing	(ii) decoding and	contextualized and	using correct,	-ous/-eous/-ious, and -	within and beyond a	meaning words; and	to clarify the meaning				
	between long- and short-	encoding words with	purposeful ways using	grammar and	logy;	sentence to determine	(iii) determining the	of unfamiliar or				
(iv) blending spoken onsets and rimes to form	vowel sounds in one	silent letters;	correct grammar and	vocabulary;	(v) identify and year	the meaning of unfamiliar words or	meaning and usage of	ambiguous words; and				
simple words;	syllable words;	(iii) decoding and	vocabulary;	(B) demonstrate and	(v) identify and use antonyms and	multiple meaning	grade-level academic	(iii) determining the				
simple words,		encoding multisyllabic	(D) 1	apply phonetic	synonyms; and	words; and	English words derived	meaning and usage of				
(v) blending spoken	(iii) recognizing the	words with closed	(B) demonstrate and	knowledge by:	synonyms, and	words, und	from Greek and Latin	grade-level academic				
phonemes to form one-	change in spoken word when a specified	syllables;	apply phonetic		(vii) identify and	(ii) determining the	including: omni,	English words derived				
syllable words;	phoneme is added,		knowledge by:	(i) decoding and	explain the meaning of	meaning and usage of	log/logue, gen, vid/vis,	from Greek and Latin				
(vi) segmenting spoken	changed, or removed;	(iv) decoding and encoding multisyllabic	(i) decoding and	encoding	idioms and adages;	grade-level academic English words derived	phil, luc, and sens/sent; and	including ast, qui, path,				
one-syllable words into		words with open	encoding multisyllabic	orthographic patterns and rules, including	(C) use appropriate	from Greek and Latin	and	mand/mend and duc;				
individual phonemes; and	(iv) blending spoken	syllables;	vowel teams including -	regular and irregular	fluency (rate, accuracy,	roots including:	(C) adjust fluency when	(C) adjust fluency when				
(vii) identifying syllables	phonemes to form one- and two-syllable words,		eigh as in eight and	plurals;	and prosody) when	mis/mit, bene, man,	reading grade-level text	reading grade-level text				
in spoken words;	including consonant	(v) decoding and	height, -ough as in		reading grade-level text;	vac, scrib/script, and	based on the reading	based on the reading				
•	blends; and	encoding multisyllabic		(ii) using spelling	(D) write legibly in print	jur/jus;	purpose; and	purpose; and				
(C) demonstrate and apply		words with vowel- consonant-silent e	though, bought, and	patterns and rules to determine correct	and cursive;		(D) self-select text and	(D) self-select text and				
phonetic knowledge by:	(v) segmenting spoken	syllables;	bough, -augh as in	spelling; and		(C) adjust fluency when reading grade-	read independently for a	read independently for				
(i) identifying and	one-syllable words of		caught, and -eu as in feud		(E) demonstrate and	level text based on the	sustained period of time.	a sustained period of				
matching the common	three to five phonemes into individual phonemes;	(vi) decoding and	in isolation and context;	(iii) encode common	apply phonetic knowledge by:	reading purpose; and		time.				
sounds that letters	into individuai phonemes;	encoding multisyllabic	(ii) decoding and	homophones;	knowledge by:							
represent;	(C) demonstrate and	words with vowel	encoding multisyllabic	(C) use appropriate	(i) decoding and	(D) self-select text and						
(ii) using latter sound	apply phonetic	digraphs, trigraphs,	words with a doubled	fluency (rate,	encoding consonant	read independently for						
(ii) using letter-sound relationships to decode,	knowledge by:	and dipthongs;	final consonant when an	accuracy, and	changes including /t/ to	a sustained period of time.						
including VC, CVC,	(i) decoding and	(vii) decoding and	ending was added;	prosody) when	/sh/ such as in select and	anic.						
CCVC, and CVCC words	encoding all consonants;	encoding multisyllabic	chang was added,	reading grade-level	selection, and /k/ to /sh/ such as in music and							
and encode VC and CVC		words with r-	(iii) decoding and	text;	such as in music and musician;							
words;	(ii) decoding and	controlled syllables;	encoding multisyllabic	(D) develop	musician,							
(iii) maaa ami ai 414	encoding initial and final	(viii) decoding and	words that have dropped	vocabulary by:	(ii) decoding and							
(iii) recognizing that new words are created when	consonant blends;	encoding words with	the final -e when adding		encoding vowel							
letters are changed, added,	(iii) decoding and	final stable syllables;	endings that start with a	(i) use print, digital,	changes;							
or deleted; and	encoding consonant		vowel;	and web-based	(iii) decoding and							
,	digraphs;			reference materials to	encoding silent and							
				determine meanings, syllabication, and								
E: 1D	1 4 1.001		l	synabication, and		<u> </u>	I	1	l .	<u> </u>	I	I.

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English I	English II	English III	English IV
v) identifying and	(iv) decoding and	(ix) encoding base	(iv) decoding and	pronunciation to	sounded consonants							
ading at least 25 - 100	encoding closed	words with inflectional	encoding multisyllabic	validate	such as sign to signal;							
gh-frequency words	syllables;	suffixes;	words that change the	understanding of	(iv) decoding and							
om a research based list;	(v) decoding and	(x) decoding and	final -y to an -i when	unknown words;	encoding base words							
om a research based list,	encoding open syllables;	encoding contractions;	adding an ending that	(ii) use context to	with affixes, including:							
) demonstrate print	cheoding open synables,	cheoding contractions,		determine the	de-, trans-, super-, anti-,							
vareness by:	(vi) decoding and	(xi) reading and	starts with a vowel;	meaning of	mid-, semi—, -al/ial, -							
-	encoding vowel-	spelling at least 300-	(v) reading and spelling	unfamiliar words or								
identifying the front	consonant-silent e	500 high-frequency			ive, -ous/-eous/-ious,							
over, back cover, and title	syllables;	words from a research-	high frequency words,	multiple meaning	and –logy; and							
ige of a book;	by mades,	based list; and	compound words, and	words in grade level	(v) differentiate between							
	(vii) decoding and	based fist, and	contractions; and	text;	commonly confused							
) holding a book right	encoding vowel digraphs	(xii) decoding and		(iii) determining the	terms such as its, it's;							
de up, turning pages	and dipthongs;	encoding words with	(vi) decoding and	meaning of base	affect, effect; and							
rrectly, and knowing	1 8,	double consonants in	spelling homographs and		affect, effect; and							
at reading moves from	(viii) decoding and	the middle of the	homophones;	words with affixes	(F) develop oral							
p to bottom and left to	encoding r-controlled	word;	nomophones,	including over-, mis-,	language through							
tht with return sweep;	syllables;	word,	(C) demonstrate print	sub-, inter-, fore-,	listening and speaking							
-		(C) demonstrate print	· /	under-, en-, -en, -ic, -								
<ul><li>i) recognizing that</li></ul>	(ix) using knowledge of	awareness by	awareness by	ment, -ity/ty, and -	by:							
ntences are comprised of	base words to read	alphabetizing to the	alphabetizing to the third	ible/able;	(i) following, restating,							
ords separated by spaces	compound words;	second letter;	letter;	( ) 1 ( )	and giving oral				~			
d recognizing word		Second letter,		(iv) determining the	instructions that involve							
oundaries;	(x) decoding and	(D) develop	(D) develop vocabulary	meaning and usage of	a short related sequence							
	encoding contractions;	vocabulary by:	by:	grade-level academic	of actions;							
v) recognizing the	and			English words	or actions;							
fference between a letter	(vi) identifying sud	(i) using print and	(i) using print, digital,	derived from Greek	(ii) employing							
d a printed word;	(xi) identifying and	digital, resources to	and web-based resources	and Latin roots	appropriate eye contact,							
. 1	reading at least 100-300	determine meaning	to determine meanings,	including auto, bio,	speaking rate, volume,							
identifying all	high-frequency words	and pronunciation of	0 .	graph, meter, phon,	enunciation, and the							
percase and lowercase	from a research-based	unknown words;	syllabication, and	port, and tele;	conventions of							
ters;	list;	·	pronunciation to validate									
)	(D) d	(ii) using context to	understanding of	(v) identifying and	language;							
i) sequencing the letters	(D) demonstrate print	determine the meaning	unknown words;	using antonyms, and	(iii) listening to and							
the alphabet; and	awareness by:	of unfamiliar words or	unknown words,	synonyms,	drawing conclusions in							
ii) understanding that	(i) alphabetizing to the	multiple meaning	(ii) using context to	homographs, and	content learning							
ompound words are made	first letter; and	words in grade level	determine the meaning of	homophones; and	activities;							
two shorter words;	mst letter, and	text;	- C	-	activities,							
two shorter words;	(ii) identifying the	,	unfamiliar words or	(vi) identify the	(iv) developing social							
E) develop vocabulary by:	information that different	(iii) identifying the	multiple meaning words	meaning of idioms;	communication such as,							
, , ,,,,,, -	parts of a book provide;	meaning of base	in grade level text;		providing peers with							
using a variety of	parts of a book provide,	words with affixes un-,	g,	(E) self-select text	constructive feedback,							
sources such as a picture	(E) develop vocabulary	re-, -ly, -er/or, and -	(iii) identifying the	and read	using oral language to							
ctionary or digital	by:	ion/tion/sion; and	meaning of base words	independently for a								
sources to find words;	•	Í	with affixes including im-	sustained period of	explore, negotiate, and							
	(i) using a variety of	(iv) using antonyms	- C	time; and	solve problems; and							
) identifying the	resources such as a	and synonyms;	(into), non-, dis-, in- (not,		(v) using oral language							
eaning of base words	picture dictionary or		non), pre-, -ness, -y, -er	(F) write legibly in	to inform and persuade.							
th the suffix –s;	digital to find words;	(E) use appropriate	(comparative), -est, and -	print and cursive to	to inform and persuade.							
	L	rate, accuracy, and	ful; and	complete								
demonstrating the one-	(ii) determining what	prosody when reading	101, 0110	assignments.								
one correspondence	words mean from how	grade level text;	(iv) identifying and using									
ween a spoken word	they are used in grade	(E) solf solost to 1	antonyms, synonyms,									
d a printed word in text;	level text; and	(F) self-select text and										
i	(iii) i4(iii )	read independently for	homographs, and									
	(iii) identifying the	a sustained period of	homophones;									
) identifying and using	meaning of base words	time; and										
ords that name actions,	with suffixes -ed and -	(G) dayslon	(E) use appropriate		_							
ections, positions,	ing;	(G) develop	fluency (rate, accuracy,		l .							
quences, and locations;	(F) year og	handwriting by	and prosody) when									
16 1	(F) use appropriate rate,	accurately forming all	reading grade-level text;									
self-select text, and	accuracy, and prosody	cursive letters using	reading grade-level text;		I							
eract independently with	when reading grade level	appropriate strokes	(F) self-select text and									
t for increasing periods	text;	when connecting	* *									
time; and	(G) self-select text, and	letters.	read independently for a									
) davalon handweitie -			sustained period of time;									
) develop handwriting	read text independently		and									
accurately forming all	for increasing periods of											
percase and lowercase	time; and		(G) write complete									
ters using appropriate	(H) dayolan ban Jamikin		words, thoughts, and	~								
ectionality.	(H) develop handwriting		answers legibly in print									
	by printing words,											
	sentences, and answers		and cursive leaving									
	legibly leaving		appropriate spaces									
	appropriate spaces			l	1	1		1	1	ı	İ	i .
	appropriate spaces		between words.									

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