

Language Arts Grades K-4

STRAND I: Reading and listening for comprehension.

Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard and viewed.

K-4 Benchmark 1-A: Listen to, read, react to and retell information:

Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. Retell, reenact, or dramatize stories or parts of stories, including personal events. 2. Demonstrate sense of story (e.g., beginning, middle, end, characters, details). 3. Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word/finger/puppet plays, reenactments of familiar stories). 4. Role-play and act out stories (e.g., fairy tales, songs, rhymes). 5. Follow simple oral instructions.
1	<ol style="list-style-type: none"> 1. Listen to and retell short stories. 2. Recognize repetition and predict repeated phrases. 3. Respond and elaborate in answering “who, what, when, where and how” questions. 4. Discuss and explain response to “how, why, and what if” questions in sharing narrative and expository texts. 5. Self-monitor comprehension by using questions, retelling and summarizing. 6. Follow simple written and oral instructions. 7. Increase vocabulary through reading, listening and interacting.
2	<ol style="list-style-type: none"> 1. Independently recall facts and detail in text. 2. Increase vocabulary through reading, listening and interacting.
3	<ol style="list-style-type: none"> 1. Interact with text before, during and after reading, listening or viewing to comprehend by: <ol style="list-style-type: none"> a. setting a purpose, previewing the text, b. making predictions, c. asking questions, d. locating information for a specific purpose, e. making connections, and f. using story structure and text organization. 2. Summarize main idea(s) from written or spoken text succinctly. 3. Employ active listening skills. 4. Increase vocabulary through reading, listening and interacting.
4	<ol style="list-style-type: none"> 1. Use meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., re-read the text, consult other sources, ask for help, paraphrase, question). 2. Visualize and recall story details, including characterization and sequence.

	<p>3. Read a variety of texts, including: fiction (e.g., legends, novels, folklore, science fiction), non-fiction (e.g., auto-biographies, informational books, diaries, and journals), poetry, drama.</p> <p>4. Increase vocabulary through reading, listening and interacting.</p>
K-4 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum.	
Grade	Performance Standards
K	<p>1. Demonstrate familiarity with a variety of types of resources (e.g., picture books, caption books, short informational texts, nursery rhymes, word/finger/puppet plays, reenactment of familiar stories, electronic resources).</p> <p>2. Generate questions of interest about a topic.</p>
1	<p>1. Demonstrate familiarity with a variety of resources (e.g., story books, short chapter books, poems, newspapers, compact discs, software, telephone books, everyday print, skits, and short plays).</p>
2	<p>1. Identify and use appropriate sources of information to accomplish a specific learning task.</p> <p>2. Use print and electronic resources to access information (e.g., images, sound, text, video).</p> <p>3. Select an appropriate format to locate, gather, access, record, organize and present information.</p>
3	<p>1. Use reference materials (e.g., glossary, dictionary, thesaurus) to confirm decoding skills, verify spelling, discover and extend meaning of words.</p> <p>2. Use encyclopedias, dictionaries and electronic resources to gather information.</p>
4	<p>1. Use key words, indices, cross-references and letters on volumes to find information.</p> <p>2. Use multiple representations of information (e.g., maps, charts, photos) to find information.</p>
K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information.	
Grade	Performance Standards
K	<p>1. Understand oral and graphic instructions.</p> <p>2. Create mental pictures to predict possible events in text before and during reading.</p> <p>3. Compare different versions of the same story.</p> <p>4. Relate experiences and observations.</p> <p>5. Formulate questions before beginning to read or listen (e.g., What will happen in this story? Where do you think this happens? Who might this be?).</p> <p>6. Sequence a story to describe the beginning, middle and end.</p> <p>7. Differentiate between non-fiction and fiction stories.</p>
1	<p>1. Associate target words with prior knowledge and explore an author's choice of words.</p> <p>2. Predict and explain what will happen next in a story.</p> <p>3. Demonstrate familiarity with a variety of texts (e.g., story books, short chapter books, poems, newspapers, telephone books, everyday print, skits and short plays).</p> <p>4. Describe differences and similarities between different stories (i.e., characters, plot, setting).</p>

2	<ol style="list-style-type: none"> 1. Pose possible “how, why and what if” questions to understand and/or interpret texts. 2. Recognize own difficulty in comprehending text. 3. Discuss similarities and differences in events and characters across stories. 4. Interpret information from diagrams, charts and graphs.
3	<ol style="list-style-type: none"> 1. Draw conclusions, make generalizations, gather support by referencing the text. 2. Explain choice of reading materials congruent with purpose (e.g., solving problems, making decisions).
4	<ol style="list-style-type: none"> 1. Respond to fiction, poetry, and drama using interpretive, critical and evaluative processes by: <ol style="list-style-type: none"> a. analyzing author’s word choice and context, b. examining reasons for characters’ actions, c. identifying and examining characters’ motives, and d. considering a situation or problems from different characters’ perspectives. 2. Respond to non-fiction using interpretive, critical and evaluative processes. 3. Analyze characters, events and plots from different texts and cite supporting evidence. 4. Analyze how language and visuals bring characters to life, enhance plot development and produce a response. 5. Demonstrate deductive and inductive reasoning by drawing logical conclusions.
K-4 Benchmark I-D: Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary and comprehension.	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. Demonstrate phonemic awareness and knowledge of alphabetic principles by: <ol style="list-style-type: none"> a. demonstrating understanding that spoken language is a sequence of identifiable speech sounds, b. demonstrating understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word, and c. demonstrating understanding the sounds of letters and the understanding that words contain similar sounds by recognizing and producing initial sounds and by verbally producing individual phonemes from a series of three and four phoneme words. 2. Demonstrate decoding and word recognition strategies and skills by: <ol style="list-style-type: none"> a. recognizing and name upper and lower case letters of the alphabet, b. recognizing common words and signs by sight, c. recognizing beginning consonant letter-sound associations in one-syllable words, d. identifying upper and lower case letters from a random arrangement, and e. producing verbally the individual letter sound when presented with v-c and c-v-c combinations. 3. Read or attempt to read one’s own dictated story. 4. Attempt to read simple patterned text and predict texts using letter-sound knowledge and pictures to construct meaning. 5. Use appropriate nouns to name objects.
1	<ol style="list-style-type: none"> 1. Develop phonemic awareness and knowledge of alphabetic principles by: <ol style="list-style-type: none"> a. blending the phonemes of one-syllable words, b. segmenting the phonemes of one-syllable words that contain a minimum of three and four phonemes, and c. changing the beginning, middle and ending sounds to produce new words. 2. Demonstrate decoding and word recognition strategies and skills by:

	<ul style="list-style-type: none"> a. using phonics knowledge and sound-letter relationships to decode regular one-syllable words, b. recognizing high-frequency and common irregularly spelled words in text (e.g., whole, two, where, said, have), c. identifying upper and lower case letters from a random arrangement, and d. producing verbally the individual sound of each letter or the whole word when presented with c-v and c-v-c combinations. <p>3. Read aloud grade-level text with fluency and comprehension by reading orally with fluency and accuracy (when presented with a grade-level passage of connected text).</p> <p>4. Use pronunciation, sentence meaning, story meaning and syntax to confirm accurate decoding or to self-correct errors.</p> <p>5. Increase vocabulary through reading, listening and interacting.</p>
2	<p>1. Decode unknown words using basic elements of phonetic analysis (e.g., common letter-sound relationships) and structural analysis (e.g., syllables, suffixes, prefixes, root words).</p> <p>2. Read most high-frequency and irregularly spelled words.</p> <p>3. Self-monitor decoding by using letter-sound knowledge of all consonants and vowels by verbally producing the individual letter sound of each letter or the whole word when presented with c-v and c-v-c combinations.</p> <p>4. Apply knowledge of all sources of information (e.g., meaning, language, graphophonics) to read new text independently.</p> <p>5. Read grade-level text aloud with fluency, accuracy and comprehension when presented with a grade level passage of connected text.</p> <p>6. Increase vocabulary through reading, listening and interacting.</p> <p>7. Recognize and express difficulty in comprehending text.</p>
3	<p>1. Apply phonics and structural analysis to decode words (e.g., less common vowel patterns, syllable breaks).</p> <p>2. Apply context clues to decode unknown words.</p> <p>3. Use reference materials (e.g., glossary, dictionary, thesaurus) to confirm decoding skills, verify spelling and discover and extend meaning of words.</p> <p>4. Use a variety of strategies to comprehend text (e.g., re-read, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).</p> <p>5. Read aloud with fluency, accuracy and comprehension when presented with a grade level passage of connected text.</p> <p>6. Increase vocabulary through reading, listening and interacting.</p>
4	<p>1. Use word identification strategies appropriately and automatically when encountering words (e.g., graphophonic, syntactic, semantic).</p> <p>2. Identify key words and discover their relationships.</p> <p>3. Adjust speed of reading to suit purpose and difficulty of material.</p> <p>4. Read aloud with fluency, accuracy and comprehension when presented with a grade level passage of connected text.</p> <p>5. Increase vocabulary through reading, listening and interacting.</p>

Strand II: Writing and speaking for expression.

Content Standard II: Students will communicate effectively through speaking and writing.

K-4 Benchmark II-A: Demonstrate competence in speaking to convey information.

Grade	Performance Standards
K	<ol style="list-style-type: none">1. Retell, reenact or dramatize stories or parts of stories, including personal events.2. Use correct words to name objects or tell actions.3. Use speaking skills to connect experiences by:<ol style="list-style-type: none">a. listening to and retelling stories,b. discussing and dramatizing stories,c. discovering relationships,d. taking turns,e. expressing ideas, andf. asking questions.4. Use a variety of sentence patterns.5. Ask questions to resolve confusion about a topic.6. Clarify and sort words by general categories.
1	<ol style="list-style-type: none">1. Read aloud grade-level text with fluency and comprehension.2. Engage in discussions resulting in written products.3. Select and use new vocabulary and language structures (e.g., retelling, using exclamatory phrases to express emotional response to events or ideas).
2	<ol style="list-style-type: none">1. Increase vocabulary by listening and discussing responses to literature that is read and heard.2. Explain and describe new concepts and information in own words.3. Use oral communication to identify, organize and analyze information.4. Respond appropriately when participating in discussions by adapting language and non-verbal behaviors to the situation.5. Identify and select an appropriate method to communicate that is relevant to the audience and purpose.6. Read aloud grade-level text with fluency and comprehension.
3	<ol style="list-style-type: none">1. Present information in a logical manner, with a clear main point.2. Sustain conversation on a topic.3. Answer open-ended questions.4. Explain own learning.5. Read aloud grade-level text with fluency and comprehension.
4	<ol style="list-style-type: none">1. Actively contribute to a discussion.2. Use language to: present information and ideas clearly and concisely, interview, solve problems and make decisions.3. Make oral presentations, using technologies when appropriate, with an awareness of audience and purpose.4. Use appropriate non-verbal communication while giving presentations.5. Read aloud grade-level text with fluency and comprehension.

K-4 Benchmark II-B: Apply grammatical and language conventions to communicate.	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. Locate the title, table of contents, names of author and illustrator of a text. 2. Use pictures and context to make predictions about story content. 3. Connect information and events in a text to make predictions. 4. Ask and answer questions about essential elements in a text. 5. Recognize and make complete, coherent sentences when speaking. 6. Share information and ideas using complete sentences. 7. Develop spelling strategies and skills by: <ol style="list-style-type: none"> a. representing spoken language with emergent or conventional spelling, b. writing most letters of the alphabet, c. analyzing sounds in a word, and d. writing dominant consonant letters. 8. Identify and use capital letters to write the word "I" and the first letter in one's own name.
1	<ol style="list-style-type: none"> 1. Confirm predictions about what will happen next in a text by identifying key words. 2. Use context to resolve ambiguities about word and sentence meaning. 3. Relate prior knowledge to textual information. 4. Use phonetic knowledge and basic patterns to spell correctly three- and four-letter words. 5. Apply phonics to write independently, using emergent or conventional spelling. 6. Write all upper and lower case letters of the alphabet using correct letter formation. 7. Use complete sentences to write simple text. 8. Use basic capitalization and punctuation for: <ol style="list-style-type: none"> a. first word in a sentence, b. proper names, c. using a period to end a declarative sentence, and e. a question mark to end an interrogative sentence. 9. Self-monitor composition by using re-reading and peer conferences.
2	<ol style="list-style-type: none"> 1. Write compositions that show proper use of pronouns, adjectives, adverbial forms, and coordinating conjunctions. 2. Spell correctly, using previously studied words, spelling patterns and analysis of sounds. 3. Identify format and mechanics in one's own writing. 4. Use capitalization, punctuation and paragraphs in one's own writing. 5. Use subject, predicate and modifiers in sentences. 6. Use editing to check and confirm correct use of conventions for complete sentences, correct word order in sentences and punctuation. 7. Use letter formation, lines and spaces to create readable documents. 8. Use plural forms of commonly used nouns and common age-appropriate contractions. 9. Use titles, tables, indexes and chapter headings to locate information in expository texts. 10. Speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch and modulation.

3	<ol style="list-style-type: none"> 1. Use correct subject and verb agreement. 2. Use correct capitalization and punctuation. 3. Use a variety of complete sentences (declarative, imperative, interrogative and exclamatory) in writing and speaking. 4. Compose two or more paragraphs with: topic sentences, supporting details, appropriate, logical sequence and sufficient elaboration. 5. Use strategies for spelling (e.g., sound patterns, visual patterns, silent letters). 6. Proofread one's own writing for spelling and edit (with assistance) for language conventions and format. 7. Create readable documents with legible handwriting. 8. Write compositions that have few significant errors in use of pronouns, adjectives, adverbial forms and coordinating conjunctions. 9. Create and deliver recitations and presentations about familiar experiences or interests that are organized around a coherent statement. 10. Demonstrate a command of standard English when speaking.
4	<ol style="list-style-type: none"> 1. Use simple and compound sentences in writing and speaking. 2. Combine short, related sentences with appositives, participial phrases, adjectives, adverbs and prepositional phrases. 3. Identify and use regular and irregular verbs, adverbs, prepositions and coordinating conjunctions in writing and speaking. 4. Use parentheses, commas in direct quotations and apostrophes in the possessive case of nouns and in contractions. 5. Use underlining, quotation marks or italics to identify titles of documents. 6. When appropriate, capitalize names of magazines, newspapers, works of art, musical compositions, organizations, proper nouns and the first word in quotations. 7. Spell correctly roots, inflections, affixes and syllable constructions. 8. Compose multiple paragraphs with: <ol style="list-style-type: none"> a. topic sentences, b. specific, relevant details, c. logical progression and movement of ideas, d. coherence, e. elaboration, and f. concluding statement related to the topic. 9. Speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch and modulation.
K-4 Benchmark II-C: Demonstrate competence in the skills and strategies of the writing process.	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. Develop writing strategies and skills by: <ol style="list-style-type: none"> a. representing spoken language with temporary or conventional spelling, b. writing most letters of the alphabet when they are dictated, c. analyzing sounds in a word and writing dominant consonant letters, and d. using phonemic awareness and letter recognition to spell independently (using standard or emergent spelling). 2. Dictate a story based on one's own experience with a beginning, middle and an end. 3. Write to express one's own meaning. 4. Write one's own name and names of others.
1	<ol style="list-style-type: none"> 1. Write by using an author's model of language and extending the model (e.g., writing different endings for the story, composing an

	<p>innovation of a poem).</p> <ol style="list-style-type: none"> 2. Compose a variety of products (e.g., short stories, letters, simple poems, descriptions, journal entries). 3. Write descriptions of familiar persons, places or objects. 4. Compose fairly readable first drafts using appropriate parts of the writing process (some attention to planning, drafting, re-reading for meaning and some self-correction). 5. Begin to utilize conventional spelling
2	<ol style="list-style-type: none"> 1. Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories/experiences). 2. Compose first drafts using the writing process and revise to clarify and refine (improve sequence, provide more descriptive detail, add variety of sentence types). 3. Write structured, informative presentations and narratives when given help with organization. 4. Begin to assist others to edit writing. 5. Produce a variety of types of composition (e.g., stories, reports, correspondence) using media and technology to enhance the presentation/narrative for an audience for a specific purpose.
3	<ol style="list-style-type: none"> 1. Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans. 2. Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and multimedia forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions). 3. Suggest and implement reflection and revision (with assistance) on target elements by: <ol style="list-style-type: none"> a. clarifying ideas, adding descriptive words and phrases, b. sequencing events and ideas, c. combining short, related sentences, and d. strengthening word choice. 4. Begin to incorporate literary words and language patterns in writing (e.g., elaborate descriptions, use figurative wording). 5. Combine information from multiple sources, using technology as a tool in writing reports and stories. 6. Write stories and essays that show an awareness of an intended audience and purpose.
4	<ol style="list-style-type: none"> 1. Produce a variety of written compositions using: <ol style="list-style-type: none"> a. descriptive writing (e.g., using relevant details and ideas that figuratively recreate an event or experience), b. narrative writing (e.g., using sequence, point of view and character to tell a story), and c. expository writing (e.g., identifying and staying on the topic; developing the topic with simple facts, details, examples and explanations). 2. Use planning strategies that generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion). 3. Focus revision on sequence of events and ideas, transitional words and sentence patterns.

Strand III: Literature and Media

Content Standard III: Students will use literature and media to develop an understanding of people, societies and the self.

K-4 Benchmark III-A: Use language, literature and media to gain and demonstrate awareness of cultures around the world.

Grade	Performance Standards
K	<ol style="list-style-type: none">1. Listen and respond to stories based on familiar themes and plots.2. Relate characters and events to their own life experiences.3. Demonstrate familiarity with stories and activities related to various ethnic groups and countries.
1	<ol style="list-style-type: none">1. Increase vocabulary and understand expressions found in appropriate literary works.2. Identify the characters and simple story lines from selected myths and stories from around the world.3. Describe events related to other nations or cultures (e.g., writing, drama, constructions, drawing).
2	<ol style="list-style-type: none">1. Identify characteristics common to members of various world cultures (e.g., language, dress, food, traditions, homes) as found in literary works.2. Increase vocabulary by listening to, reading and responding to literary works.3. Identify cultural characteristics in literature and media.4. Demonstrate how similar themes are represented by different versions of stories from many cultures.
3	<ol style="list-style-type: none">1. Use language and media to make connections between own experiences and the experiences of others (e.g., local stories, stories about local culture and history).2. Create and participate in responses to a variety of literature and media (e.g., dramatizations, presentations, fantasy plays).3. Identify and discuss similarities and differences in events and characters across examples of literature and media.4. Make informed judgments about the purpose of media productions.
4	<ol style="list-style-type: none">1. Examine the reasons for characters' actions.2. Identify and examine characters' motives.3. Consider a situation or problem from different characters' point of view.4. Trace the exploits of character types across literature and media depicting various cultures.

K-4 Benchmark III-B: Identify and use the types of literature according to their purpose and function.

Grade	Performance Standards
K	<ol style="list-style-type: none">1. Demonstrate familiarity with the types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, re-enactment of familiar stories).2. Demonstrate understanding of plots of different types of stories (e.g., songs, rhymes and fairy tales).3. Identify characters, setting and important events.
1	<ol style="list-style-type: none">1. Identify elements of plot and setting in a story.2. Demonstrate understanding (e.g., act out, draw, write, talk) of sequence and characterization in a story.

2	<ol style="list-style-type: none"> 1. Identify differences between poetry and expository writing. 2. Compare and contrast plots, settings and characters presented by different authors. 3. Identify the use of rhythm, rhyme and alliteration in writing. 4. Take part in creative responses to dramatizations, oral presentations and fantasy plays.
3	<ol style="list-style-type: none"> 1. Read and create a variety of texts, including: fiction (short stories, novels, fantasies, fairy tales and fables), non-fiction (biographies, letters, articles, essays), poetry and drama (skits and plays). 2. Respond to fiction, non-fiction, poetry and drama using interpretive, critical and evaluative processes by: <ol style="list-style-type: none"> a. considering the differences among genres, b. relating plots, settings and characters to one's own experiences and ideas, c. considering the main character's point of view; participating in creative interpretations; and d. making inferences and drawing conclusions about characters and events.
4	<ol style="list-style-type: none"> 1. Identify beginning, middle and end of a story. 2. Describe the contextual differences of various forms of literature. 3. Describe the reasons why an author would choose a particular genre. 4. Compose fiction, non fiction, poetry and drama, using self-selected or assigned topics and forms. 5. Respond to fiction, non-fiction, poetry and drama, using interpretive, critical and evaluative processes by: <ol style="list-style-type: none"> a. analyzing author's word choice and context, b. examining reasons for characters' actions, and c. identifying and examining characters' motives, considering a situation or problems from different characters' perspectives.