

Standard 1

Students will read, write, listen, and speak for information and understanding.

READING

Students will read a minimum of 25 grade-level books or the equivalent per year across all content areas and standards.

WHAT STUDENTS READ, Grades 2-4, for Information and Understanding:

- Read from informational texts, such as:
 - grade-level textbooks
 - children's magazines
 - electronic-based texts, such as encyclopedias.

STUDENT COMPETENCIES, Grades 2-4, in Reading for Information and Understanding & including:

- Locate and use library media resources, with assistance, to acquire information
- Read unfamiliar grade-level texts independently to collect and interpret data, facts, and ideas
- Read and understand written directions
- Find the information in a text that is needed to solve a problem
- Identify main ideas and supporting details in informational texts
- Recognize and use organizational features of texts, such as table of contents, page numbers and chapter headings to locate information

- Relate data and facts from informational texts to prior information and experience
- Identify a conclusion that summarizes the main idea
- Maintain a personal reading list to reflect reading accomplishments and goals.

READING SKILLS, Grades 2-4, across all four standards, including:

- Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (root words, prefixes, and suffixes)
- Use strategies, such as re-reading, cross-checking, and reading with a partner
- Use letter-sound correspondence, grammar, and overall context to determine pronunciation and meanings
- Recognize the difference between phrases and sentences
- Read complete sentences with attention to punctuation marks, such as periods, question marks, and commas, to aid in comprehension
- Use classroom resources, such as teachers and peers, to make corrections when reading
- Practice silent sustained reading.

Standard 1

Students will read, write, listen, and speak for information and understanding.

WRITING

Students will write an average of 1000 words per month across all content areas and standards.

WHAT STUDENTS WRITE, Grades 2-4, for Information and Understanding &

- Write the following in order to begin to transmit Information:
 - short reports of several paragraphs to two pages
 - brief summaries
 - graphs and charts
 - concept maps and semantic webs
 - simple outlines.

STUDENT COMPETENCIES, Grades 2-4, in Writing for Information and Understanding & including:

- Use at least two sources of information in writing a report
- Take notes to record data, facts, and ideas, both by following teacher direction and by writing independently
- State a main idea and support it with a few relevant facts and details

- Connect personal experiences and observations to new information from school subject areas
- Learn and practice the steps in the “writing process” (pre-writing, drafting, revising, proofreading) to develop informational reports
- Use teacher and peer review to revise informational writing
- Use dictionaries and/or computer software to spell words correctly
- Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers.

WRITING SKILLS, Grades 2-4, across all four standards, including~

-
-
- Spell grade level words correctly Use basic punctuation correctly, such as commas, periods, exclamation points and question marks
- Write sentences in logical order to create paragraphs
- Use an organizational format that reflects a beginning, middle, and end
- Use legible print and/or cursive writing.

Standard 1

Students will read, write, listen, and speak for information and understanding.

LISTENING

WHAT STUDENTS LISTEN TO, Grades 2-4, for Information and Understanding:

- Listen on a daily basis for data, facts, and ideas in, for example:
 - small and large group discussions
 - conferences with teachers
 - school assemblies
 - media presentations.

STUDENT COMPETENCIES, Grades 2-4, in Listening for Information and Understanding & including:

- Listen to oral directions and/or procedures to acquire information
 - Listen to identify essential details
 - Identify sequence of steps from oral information
 - Identify main ideas and supporting details
 - Identify a conclusion that summarizes the main idea
- Draw on prior knowledge and experience to interpret the information in oral texts.

LISTENING SKILLS, Grades 2-4, across all four standards, including:

- Listen respectfully and responsively
- Attend to a listening activity for a sustained period of time
- Avoid interrupting
- Respond appropriately to what is heard.

SPEAKING

SPEAKING STUDENTS ENGAGE IN, Grades 2-4, for Information and Understanding:

- Speak on a daily basis to share data, facts, and ideas in, for example:
 - small-group interactions
 - class discussions and meetings
 - conferences with teachers
 - classroom presentations.

STUDENT COMPETENCIES, Grades 2-4, in Speaking for Information and Understanding, including:

- Speak in order to:
 - provide directions
 - express an opinion
 - ask questions
 - paraphrase
 - summarize
 - provide a sequence of steps
 - describe a problem and suggest one or more solutions
 - state a main idea with supporting examples and details
- Present a short oral report using at least two sources of information, such as a person, a book, or a television program
- Use complete sentences, age and content appropriate vocabulary and logical order in oral presentations.

SPEAKING SKILLS, PreK-1, across all four standards, including:

- Initiate communication with peers and familiar adults
- Use age-appropriate vocabulary
- Speak in grammatically correct sentences
- Use gestures appropriate to conveying meaning
- Maintain eye contact with all audience members
- Speak loud enough to be heard by the audience.

Standard 2

Students will read, write, listen, and speak for literary response and expression.

READING

Students will read a minimum of 25 grade-level books or the equivalent per year across all content areas and standards.

WHAT STUDENTS READ, Grades 2-4, for Literary Response and Expression:

- Read and view imaginative texts and performances, such as:
 - stories
 - poems and songs
 - plays
 - fables.

STUDENT COMPETENCIES, Grades 2-4 in Reading for Literary Response and Expression, including:

- Select literature based on personal needs and interests from a variety of genres and by different authors
- u Read aloud on a daily basis in small and large groups
- Read print-based and electronic imaginative texts silently on a daily basis for enjoyment
- Recognize the differences among the genres of stories, poems, and plays
- u Explain the difference between fiction and biography
- Relate setting, plot, and characters in literature to their own lives
- u Use previous reading and life experiences to understand literature
- u Make predictions and draw conclusions about events and characters

- Identify cultural influences in texts and performances
- Recognize the value of illustration in imaginative text

- Maintain a personal reading list to reflect reading accomplishments and goals.

READING SKILLS, Grades 2-4, across all four standards, including:

- Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (root words, prefixes, and suffixes)
- Use strategies, such as re-reading, cross-checking, and reading with a partner
- Use letter-sound correspondence, grammar, and overall context to determine pronunciation and meanings
- Recognize the difference between phrases and sentences
- Read complete sentences with attention to punctuation marks, such as periods, question marks, and commas, to aid in comprehension
- Use classroom resources, such as teachers and peers, to make corrections when reading
- Practice silent sustained reading.

Standard 2

Students will read, write, listen, and speak for literary response and expression.

WRITING

Students will write an average of 1000 words per month across all content areas and standards.

WHAT STUDENTS WRITE, Grades 2-4, for Literary Response and Expression

- Write original imaginative texts, such as:
 - stories
 - poems
 - songs
 - plays
- Write interpretive and responsive essays of a few paragraphs.

STUDENT COMPETENCIES, Grades 2-4, in Writing for Literary Response and Expression, including:

- Write original imaginative texts in order to, for example:
 - create titles
 - create characters, simple plot and setting
 - use rhythm and rhyme to create short poems and songs
 - use dialogue to create short plays
 - use vivid and playful language
- Write interpretive and responsive essays in order to, for

example:

- identify title, author, and illustrator
- describe literary elements such as plot, setting, characters
- describe a personal response to literature.
- Use resources such as personal experiences and themes from other texts and performances to stimulate own writing
- Use the “writing process” (pre-writing, drafting, revising, and proofreading) with teacher and peers
- Use a computer to create, respond to, and interpret imaginative texts
- Maintain a portfolio that includes imaginative and interpretive writing as a method of reviewing work with teachers and parents/caregivers.

WRITING SKILLS, Grades 2-4, across all four standards, including:

- Spell grade level words correctly
- Use basic punctuation correctly, such as commas, periods, exclamation points and question marks
- Write sentences in logical order to create paragraphs
- Use an organizational format that reflects a beginning, middle, and end
- Use legible print and/or cursive writing.

Standard 2

Students will read, write, listen, and speak for literary response and expression.

LISTENING

WHAT STUDENTS LISTEN TO, Grades 2-4, for Literary Response and Expression:

- u Listen on a daily basis to comprehend, interpret, and respond to imaginative texts and performances such as:
 - . stories
 - . poems and songs
 - . folktales and fables
 - . plays.

STUDENT COMPETENCIES, Grades 2-4, in Listening for Literary Response and Expression, including:

- u Recognize the features that distinguish different genres and use those features to enhance understanding and appreciation of oral imaginative texts and performances
- u Identify elements of character, plot, and setting to understand author's message or intent, or to create an emotional response
- u Connect imaginative texts to previous reading and life experiences to enhance understanding and appreciation
- u Identify rhythm, repetition, and rhyme, to understand author's message or intent, or to create an emotional response.

LISTENING SKILLS, Grades 2-4, across all four standards, including:

- u Listen respectfully and responsively
- u Attend to a listening activity for a sustained period of time
 - Avoid interrupting
- u Respond appropriately to what is heard.

SPEAKING

SPEAKING STUDENTS ENGAGE IN, Grades 2-4, for Literary Response and Expression:

- Speak on a daily basis to present interpretations, and responses to imaginative texts in, for example:
 - . class and group discussions
 - . role play and creative drama
 - . conferences with teacher in response to imaginative texts and performances
 - . oral book reviews.

STUDENT COMPETENCIES, Grades 2-4, in Speaking for Literary Response and Expression, including:

- Speak in order to:
 - . present original works such as stories, poems, and plays to classmates
 - . give oral book reviews
 - . describe characters, setting and plot
 - . **make** inferences and draw conclusions
 - . compare imaginative texts and performances to personal experiences and prior knowledge
 - . explain the cultural and ethnic characteristics of food, clothing, songs, and shelter in imaginative texts
 - . ask questions to clarify imaginative texts and performances
 - . interpret major themes and/or authors messages in poetry, one act plays and stories
- Use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation.

SPEAKING SKILLS, Grades 2-4, across all four standards, including:

- u Initiate communication with peers and familiar adults
- Use age-appropriate vocabulary
- Speak in grammatically correct sentences
 - Use gestures appropriate to conveying meaning
- u Maintain eye contact with all audience members
- u Speak loud enough to be heard by the audience.

Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

READING

Students will read a minimum of 25 grade-level books or the equivalent per year across all content areas and standards.

WHAT STUDENTS READ, Grades 2-4, for Critical Analysis and Evaluation:

- u Read to analyze and evaluate information, ideas, and experiences from grade-level resources, such as:
 - . children's books
 - . children's articles
 - . editorials in student newspapers
 - . advertisements.

STUDENT COMPETENCIES, Grades 2-4, in Reading for Critical Analysis and Evaluation, including:

- u
 - Identify the purpose for reading
 - Evaluate the content by identifying:
 - . the author's purpose
 - . important and unimportant details
 - . whether events, actions, characters and/or settings are realistic
 - . recurring themes across works in print and media
- u Recognize how two characters view the same event or action differently
- u Compare characters, plot, and setting in two literary works
- Analyze ideas and information based on prior knowledge and personal experience
- u Recognize how vocabulary format, illustrations, and titles are used to persuade in advertisements and texts

such as letters to the editor

- Judge truthfulness or accuracy of content with assistance from teachers and parents/caregivers in order to form opinions
- u Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
- Maintain a personal reading list to reflect reading accomplishments and goals.

READING SKILLS, Grades 2-4, across all four standards, including:

- u Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (root words, prefixes, and suffixes)
- Use strategies, such as re-reading, cross-checking, and reading with a partner
- Use letter-sound correspondence, grammar, and overall context to determine pronunciation and meanings
- Recognize the difference between phrases and sentences
- u Read complete sentences with attention to punctuation marks, such as periods, question marks, and commas, to aid in comprehension
- u Use classroom resources, such as teachers and peers, to make corrections when reading
- Practice silent sustained reading.

Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

WRITING

Students will write an average of 1000 words per month across all content areas and standards.

WHAT STUDENTS WRITE, Grades 2-4, for Critical Analysis and Evaluation:

- u Write the following to analyze and evaluate ideas, information and experiences:
 - persuasive essays
 - editorials to classroom and school newspapers
 - movie and book reviews
 - reports and essays with supporting evidence
 - advertisements.

STUDENT COMPETENCIES, Grades 2-4, in Writing for Critical Analysis and Evaluation, including:

- Use pre-writing tools such as semantic webs and concept maps to organize ideas and information
- u State a main idea and supporting details
- Use relevant examples, reasons and explanations to support ideas
- Express opinions and make judgements that demonstrate a personal point of view
- u Use personal experiences and knowledge to analyze and

evaluate new ideas

- u Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
- u Learn and practice the "writing process" (pre-writing, drafting, revising, and proofreading) to analyze and evaluate ideas, information and experiences
- Use effective vocabulary in persuasive and expository writing
- Use word processing skills in drafting, writing, and revising
- u Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers.

WRITING SKILLS, Grades 2-4, across all four standards, including:

u u

Spell grade level words correctly

- Use basic punctuation correctly, such as commas, periods, exclamation points and question marks
- u Write sentences in logical order to create paragraphs
 - Use an organizational format that reflects a beginning, middle, and end
- u Use legible print and/or cursive writing.

Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

LISTENING

SPEAKING

WHAT STUDENTS LISTEN TO, Grades 2-4, for Critical Analysis and Evaluation

- Listen on a daily basis to analyze and evaluate ideas, information, and experiences in, for example:
 - class and group discussions
 - conferences with teacher
 - role play
 - classroom presentations, such as oral book reviews
 - individual or group viewing of advertisements, videos, and movies.

STUDENT COMPETENCIES, Grades 2-4, in Listening for Critical Analysis and Evaluation, including:

- Listen in order to:
 - distinguish between information in media texts such as live action news coverage, and fictional material in dramatic productions
 - form a personal opinion about the quality of texts read aloud based on criteria such as characters, plot, and setting
 - recognize other perspectives by listening to the oral expression of judgments made by peers, teachers, and parents / caregivers
 - form an opinion about the believability of the message of advertisements, based on use of language, background music or sound effects
 - use strategies for listening critically such as, distinguishing between fact and opinion, and recognizing exaggeration
 - evaluate the speaker's style of delivery by using criteria such as, volume and tone of voice.

LISTENING SKILLS, Grades 2-4, across all four standards, including:

- Listen respectfully and responsively
- Attend to a listening activity for a sustained period of time
- Avoid interrupting
- Respond appropriately to what is heard.

SPEAKING STUDENTS ENGAGE IN, Grades 2-4, for Critical Analysis and Evaluation:

- Speak on a daily basis to express opinions and judgments in, for example:
 - class and group discussions
 - role play
 - conferences with teacher
 - oral book reviews.

STUDENT COMPETENCIES, Grades 2-4, in Speaking for Critical Analysis and Evaluation, including:

- Speak in order to:
- explain the reasons for a character's actions, considering both the situation and the motivation of the character
 - express an opinion or judgment about a character, setting, and plot in a variety of works
 - discuss the impact of vocabulary, format, illustrations and titles in evaluating ideas, information, and experiences
 - express an opinion or judgment about school or community issues
 - use personal experience and knowledge to analyze and evaluate new ideas
 - express an opinion about the accuracy and truthfulness of the content of literary works, editorials, reviews, and advertisements
 - role play to communicate an interpretation or evaluation of real or imaginary people or events
 - ask and respond to questions
 - use appropriate eye contact and gestures in oral responses
 - speak with appropriate speed and volume for the audience
 - take turns speaking in a group.

SPEAKING SKILLS, Grades 2-4, across all four standards, including:

- Initiate communication with peers and familiar adults
- Use age-appropriate vocabulary
- Speak in grammatically correct sentences
- Use gestures appropriate to conveying meaning
- Maintain eye contact with all audience members
- Speak loud enough to be heard by the audience.

Standard 4

Students will read, write, listen, and speak for social interaction.

READING

Students will read a minimum of 25 grade-level books or the equivalent per year across all content areas and standards.

WHAT STUDENTS READ, Grades 2-4, for Social Interaction:

- Read the following to establish, maintain, and enhance personal relationships:
 - friendly letters, notes, cards
 - published diaries and journals.

STUDENT COMPETENCIES, Grades 2-4, in Reading for Social Interaction, including:

- u Share reading experiences to build relationships with peers or adults; for example, reading together silently or aloud
- u Respect the age, gender, position, and cultural traditions of the writer
- u Recognize the types of language appropriate to social communication; for example, informal vocabulary and jargon.

READING SKILLS, Grades 2-4, across all four standards, including:

- u Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (root words, prefixes, and suffixes)
- u Use strategies, such as re-reading, cross-checking, and reading with a partner
- Use letter-sound correspondence, grammar, and overall context to determine pronunciation and meanings Recognize the difference between phrases and sentences
- uu Read complete sentences with attention to punctuation marks, such as periods, question marks, and commas, to aid in comprehension
 - Use classroom resources, such as teachers and peers, to make corrections when reading
 - Practice silent sustained reading.

Standard 4

Students will read, write, listen, and speak for social interaction.

WRITING

Students will write an average of 1000 words per month across all content areas and standards.

WHAT STUDENTS WRITE, Grades 2-4, for Social Interaction:

- u Write the following to establish, maintain, and enhance personal relationships:
 - friendly letters, notes, and cards to friends, relatives, and pen pals
 - personal journals and diaries.

STUDENT COMPETENCIES, Grades 2-4, in Writing for Social Interaction, including:

- Share the process of writing for social communication with peers and adults; for example, write with a partner
- u Respect age, gender, position, and cultural traditions of the recipient when writing for social

communication

- u Develop a personal ‘voice’ that enables the reader to get to know the writer
- Use the tone, vocabulary~ and sentence structure of informal conversation
- u Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers.

WRITING SKILLS, Grades 2-4, across all four standards~ including:

- Spell grade level words correctly
- Use basic punctuation correctly, such as commas, periods, exclamation points and question marks
- u Write sentences in logical order to create paragraphs
- Use an organizational format that reflects a beginning, middle, and end
- u Use legible print and/or cursive writing.

Standard 4

Students will read, write, listen, and speak for social interaction.

LISTENING

WHAT STUDENTS LISTEN TO, Grades 2-4, for Social Interaction:

- u Listen to establish, maintain and enhance personal relationships in, for example:
 - class and group discussions
 - conferences with teacher
 - role play

STUDENT COMPETENCIES, Grades 2-4, in Listening for Social Interaction, including:

- u Respect the age, gender, position and culture of the speaker
- u Listen to friendly notes, cards, and letters read aloud to get to know the writer and/or classmates and fellow listeners.

LISTENING SKILLS, Grades 2-4, across all four standards, including:

- Listen respectfully and responsively
- u Attend to a listening activity for a sustained period of time
- u Avoid interrupting
- Respond appropriately to what is heard.

SPEAKING STUDENTS ENGAGE IN, Grades 2-4,

SPEAKING

for Social Interaction:

- u Speak on a daily basis to establish, maintain, and enhance personal relationships in, for example:
 - informal conversations with peers and familiar adults
 - small group discussions
 - conferences with teacher.

STUDENT COMPETENCIES, Grades 2-4, in Speaking for Social Interaction, including:

- Respect age, gender, position and cultural traditions of the listener when speaking
- Discuss the content of friendly notes, cards and letters with a partner or small group in order to get to know the writer and each other.

SPEAKING SKILLS, Grades 2-4, across all four standards, including:

- u Initiate communication with peers and familiar adults
- Use age-appropriate vocabulary
- Speak in grammatically correct sentences
- Use gestures appropriate to conveying meaning
- Maintain eye contact with audience
- Speak loud enough to be heard by the audience.