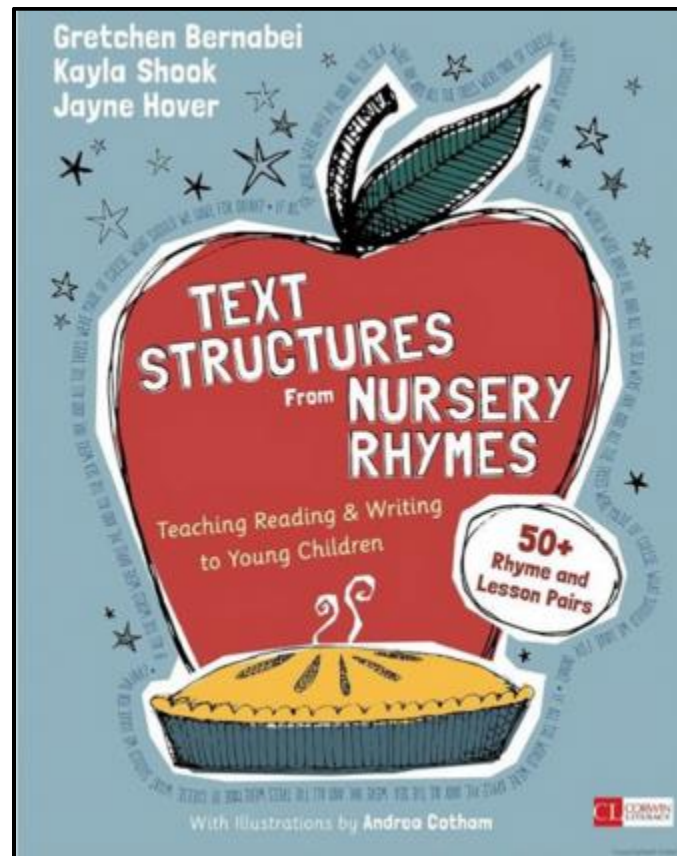


# TEKS Alignment

## Revised ELAR TEKS

Adopted 2017



Dear Teachers,

Gretchen Bernabei, Kayla Shook and Jayne Hoover have created a “to go” resource for teachers at all grade levels. Text structures like “An Accident”, “Someone Left”, “What if”, and “Something Crazy Happened” speak to writers of all ages. The simplest of Texts can be mentor texts to launch writers.

The kernel essay supports writers as they organize their thoughts and experiences in coherent/cohesive ways. How much is written and the depth and complexity of the student writing will be determined by the teacher and the students. Once students begin to unlock nursery rhymes, they will understand of the power of writing big ideas in smaller bits of text.

Teachers may want to consider first the overall unit of study beginning with comprehension and response skills, then focusing on genre and author’s purpose, culminating with composition. Pages 3-9 will guide teachers through unit planning.

The remaining pages of the TEKS alignment looks at the individual grammar and spelling connections identified for each nursery rhyme. This will give teachers a quick glance reference for the day-to-day lesson planning that supports the goals of the unit of study.

The revised ELAR TEKS have been organized into seven strands:

- Strand 1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-
  - Oral language
  - Beginning reading and writing
  - Vocabulary
  - Fluency
  - Self-sustained reading
- Strand 2: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts
  - *Texas teachers – think Figure 19*
- Strand 3: Response skills: listening, speaking, reading, writing, and thinking using multiple texts
- Strand 4: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts
  - Literary elements
  - Genres
- Strand 5: Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts
- Strand 6: Composition: listening, speaking, reading, writing, and thinking using multiple texts
  - Writing process
  - Genres
  -
- Strand 7: Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts

Nursery rhymes in grades K-12 – who knew!

Gina Graham

**Text Structures from Nursery Rhymes**  
**Teaching Reading & Writing to Young Children**

Gretchen Bernabei, Kayla Shook and Jayne Hoover

**Strand 2: Comprehension Skills**

<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>													
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Eng. I</b>	<b>Eng. II</b>	<b>Eng. III</b>	<b>Eng. IV</b>	
(A) establish purpose for reading assigned and self-selected texts with adult assistance		(A) establish purpose for reading assigned and self-selected texts											
(D) create mental images to deepen understanding with adult assistance		(D) create mental images to deepen understanding											
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance		(E) make connections to personal experiences, ideas in other texts, and society											
(F) make inferences and use evidence to support understanding with adult assistance		(F) make inferences and use evidence to support understanding											
(H) synthesize information to create new understanding with adult assistance		(H) synthesize information to create new understanding							(H) synthesize information from two texts to create new understanding	(H) synthesize information from multiple texts to create new understanding	(H) synthesize information from a variety of text types to create new understanding		

### Strand 3: Response Skills

Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) describe personal connections to a variety of sources			(A) describe personal connections to a variety of sources, including self-selected texts									
(B) provide an oral, pictorial, or written response to a text	(B) write brief comments on literary or informational texts	(B) write brief comments on literary or informational texts that demonstrate an understanding of the text	(B) write a response to a literary or informational text that demonstrates an understanding of a text	(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources	(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres							
(E) interact with sources in meaningful ways such as illustrating or writing			(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating									
			(G) discuss specific ideas in the text that are important to the meaning			G) discuss and write about the explicit or implicit meanings of text						
					(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice				(H) respond orally or in writing with appropriate register and effective vocabulary, tone, and voice	(H) respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice		

## Strand 4: Multiple Genres

**Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) discuss topics and determine the basic theme using text evidence with adult assistance			(A) infer the theme of a work, distinguishing theme from topic	(A) infer basic themes supported by text evidence	(A) infer multiple themes within a text using text evidence	(A) infer multiple themes within and across texts using text evidence;		(A) analyze how themes are developed through the interaction of characters and events	(A) analyze how themes are developed through characterization and plot in a variety of literary texts	(A) analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures	(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts	(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts

## Strand 4: Multiple Genres

**Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction	(A) read and respond to American, British, and world literature	(A) read and analyze world literature across literary periods		
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(B) explain visual patterns and structures in a variety of poems	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

### Strand 5: Author’s Purpose and Craft

**Author’s Purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the author’s choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:**

K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) discuss with adult assistance the author's purpose for writing text	(A) discuss the author's purpose for writing text	(A) explain the author's purpose and message within a text						(A) analyze the author's purpose, audience, and message within a text		(A) evaluate the author's purpose, audience, and message within a text		
(B) discuss with adult assistance how the use of text structure contributes to the author's purpose	(B) discuss how the use of text structure contributes to the author's purpose	(B) explain how the use of text structure contributes to the author's purpose	(B) analyze how the use of text structure contributes to the author's purpose					(B) analyze use of text structure to achieve the author's purpose		(B) evaluate use of text structure to achieve the author's purpose		

## Strand 6: Composition

Composition: listening, speaking, reading, writing, and thinking using multiple texts writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) plan by generating ideas for writing through class discussions and drawings	(A) plan a first draft by generating ideas for writing such as drawing and brainstorming	(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping			(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests			(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing				
(B) develop drafts in oral, pictorial, or written form by organizing ideas	(B) develop drafts into a focused piece of writing by:	(B) develop drafts into a focused, structured, and coherent piece of writing by:						(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:				
	(i) organizing with structure; and	(i) organizing with purposeful structure, including an introduction and a conclusion; and	(i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and		(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and			(i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and				
	(ii) developing an engaging idea with relevant details			(ii) developing an engaging idea reflecting depth of thought with specific facts and details		(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples		(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary		(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary		
(E) share writing	(E) publish and share writing.	(E) publish written work for appropriate audiences.										



## Strand 6: Composition

Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) dictate or compose literary texts, including personal narratives;	(A) dictate or compose literary texts, including personal narratives and poetry	(A) compose literary texts, including personal narratives and poetry	(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft	(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft				(A) compose literary texts such as fiction and poetry using genre characteristics and craft				

Note to teachers: Strand 6 contains additional standards related to revising/editing, writing conventions and various genres. Depending on the learning target(s) for your lessons, you may want to refer to these standards.

# Grammar and Spelling Connections

## 1. A Diller, a Dollar

questions

Strand 1

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) listen actively and ask question to understand information and answer question using multi-word responses	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses		(A) listen actively, ask relevant questions to clarify information, and make pertinent comments		(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately	(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas	(A) listen actively to interpret a message by summarizing, asking questions, and making comments	(A) engage in meaningful and respectful discourse by listening, responding appropriately and adjusting communication to audiences and purposes	(A) engage in meaningful and respectful discourse by listening actively, responding appropriately and adjusting communication to audiences and purposes	(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax	(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax

compound sentences

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(i) complete sentences;	(i) complete sentences with subject-verb agreement		(i) complete simple and compound sentences with subject-verb agreement	(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments		(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments			(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments			
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

# Grammar and Spelling Connections

## 2. As I Was Going by Charing Cross

proper nouns

### Strand 6

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(iii) singular and plural nouns	(iii) singular, plural, common, and proper nouns				(iii) collective nouns							

ar, or, ir, ur

### Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:	(A) demonstrate and apply phonetic knowledge by:											
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									

ea sounds

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>--beginning reading and writing--</del> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									

AAAWWWUBIS

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <del>--writing process--</del> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
		(viii) coordinating conjunctions to form compound subjects and predicates	(viii) coordinating conjunctions to form compound subjects, predicates, and sentences	(viii) subordinating conjunctions to form complex sentences	(viii) subordinating conjunctions to form complex sentences	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor						

exclamations

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts- <u>writing process</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

# Grammar and Spelling Connections

## 3. Baa, Baa, Black Sheep

alliteration

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>beginning reading and writing.</u> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound												

alliteration

### Strand 4

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts <u>genres.</u> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(B) explain visual patterns and structures in a variety of poems	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

alliteration

Strand 5

<p><b>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and <b>applies author's craft purposefully</b> in order to develop his or her own products and performances. The student is expected to:</p>												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) discuss with adult assistance how the author uses words that help the reader visualize	(D) discuss how the author uses words that help the reader visualize	(D) discuss the use of descriptive, literal, and figurative language	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes		(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	(D) analyze how the author's use of language achieves specific purposes	(D) analyze how the author's use of language informs and shapes the perception of readers	(D) evaluate how the author's use of language informs and shapes the perception of readers	(D) critique and evaluate how the author's use of language informs and shapes the perception of readers

question/answer

Strand 1

<p><b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) listen actively and ask question to understand information and answer question using multi-word responses	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses		(A) listen actively, ask relevant questions to clarify information, and make pertinent comments		(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately	(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas	(A) listen actively to interpret a message by summarizing, asking questions, and making comments	(A) engage in meaningful and respectful discourse by listening, responding appropriately and adjusting communication to audiences and purposes	(A) engage in meaningful and respectful discourse by listening actively, responding appropriately and adjusting communication to audiences and purposes	(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax	(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax

ull/ool (*full, wool*)

Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(i) producing a series of rhyming words												
(viii) blending spoken phonemes to form one-syllable words	(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends											

commas in a series

Strand 6

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		



# Grammar and Spelling Connections

## 4. Betty Pringle

y to i

### Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Eng. I</b>	<b>Eng. II</b>	<b>Eng. III</b>	<b>Eng. IV</b>
			(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants									
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
			(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants									

-ig (pig, big)

### Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Eng. I</b>	<b>Eng. II</b>	<b>Eng. III</b>	<b>Eng. IV</b>
(A) demonstrate phonological awareness by:												
(i) identifying and producing rhyming words	(i) producing a series of rhyming words											
(vii) blending spoken onsets and rimes to form simple words	(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed	(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed										

(B) demonstrate and apply phonetic knowledge by:		(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables									
(iv) identifying and reading at least 25 high-frequency words from a research-based list	(vi) identifying and reading at least 100 high-frequency words from a research-based list	(vii) identifying and reading high-frequency words from a research-based list	(vi) identifying and reading high-frequency words from a research-based list								
(C) demonstrate and apply spelling knowledge by:		(B) demonstrate and apply spelling knowledge by:									
(i) spelling words with VC, CVC, and CCVC;	(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables								

**Strand 6**

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts <u>-writing process</u>. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>												
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Eng. I</b>	<b>Eng. II</b>	<b>Eng. III</b>	<b>Eng. IV</b>
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	(xi) correct spelling of words with grade- appropriate orthographic patterns and rules and high- frequency words				(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	(vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/the y're, and to/two/too	(vi) correct spelling				

commas in a series

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts- <u>writing process</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

# Grammar and Spelling Connections

## 5. Bobby Shaftoe

### contractions

#### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:											
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:								
	(iv) using knowledge of base words to decode common compound words and contractions	(iv) decoding compound words, contractions, and common abbreviations	(iv) decoding compound words, contractions, and abbreviations								
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:								
		(iii) spelling compound words, contractions, and common abbreviations	(iii) spelling compound words, contractions, and abbreviations								

#### Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including apostrophes in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

ea, e, ee, y

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <b>-beginning reading and writing-</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									

plural vs. contractions

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <b>-beginning reading and writing-</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
		(iii) spelling compound words, contractions, and common abbreviations	(iii) spelling compound words, contractions, and abbreviations									
(iii) spelling high-frequency words from a research-based list	(iv) spelling high-frequency words from a research-based list	(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;	(vi) spelling words using knowledge of prefixes	(v) spelling words using knowledge of prefixes								

plural vs. contractions

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
	(C) identify the meaning of words with the affixes -s, -ed, and -ing	(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and	(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and	(C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and	(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, log/logue, gen, vid/vis, phil, luc, and sens/sent.	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.	(C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo.	(C) determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and coup d'état.	(C) determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi.	(C) determine the meaning of foreign words or phrases used frequently in English such as ad nauseum, in loco parentis, laissez- faire, and caveat emptor.

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

# Grammar and Spelling Connections

## 6. Brave News Is Come to Town

repetition (*Brave news*)

### Strand 4

<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(B) explain visual patterns and structures in a variety of poems	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

y to i

### Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
			(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants									
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
			(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants									

adjectives

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(iv) adjectives, including articles			(iv) adjectives, including their comparative and superlative forms									

name with apostrophe

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:												
(ii) singular and plural nouns	(iii) singular, plural, common, and proper nouns;			(iii) collective nouns								
(viii) punctuation marks at the end of declarative sentences; and	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		



# Grammar and Spelling Connections

## 7. Bye, Baby Bunting

-ing

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:												
(iii) spelling high-frequency words from a research-based list	(iv) spelling high-frequency words from a research-based list	(v) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	(vi) spelling words using knowledge of prefixes									

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
	(C) identify the meaning of words with the affixes -s, -ed, and -ing	(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and	(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and	(C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and	(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, log/logue, gen, vid/vis, phil, luc, and sens/sent.	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.	(C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo.	(C) determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and coup d'état.	(C) determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi.	(C) determine the meaning of foreign words or phrases used frequently in English such as ad nauseum, in loco parentis, laissez-faire, and caveat emptor.

Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking - <u>beginning reading and writing</u>.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
(A) demonstrate phonological awareness by:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(i) identifying and producing rhyming words	(i) producing a series of rhyming words											
(vii) blending spoken onsets and rimes to form simple words	(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed	(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed										
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables										
(iv) identifying and reading at least 25 high-frequency words from a research-based list	(vi) identifying and reading at least 100 high-frequency words from a research-based list	(vii) identifying and reading high-frequency words from a research-based list	(vi) identifying and reading high-frequency words from a research-based list									
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
(i) spelling words with VC, CVC, and CCVC;	(i) spelling words with closed syllables, VCe syllables, vowel teams, and r-controlled syllables	(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables									

Strand 6

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Eng. I</b>	<b>Eng. II</b>	<b>Eng. III</b>	<b>Eng. IV</b>
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words				(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	(vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/the y're, and to/two/too	(vi) correct spelling				

proper nouns

Strand 6

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Eng. I</b>	<b>Eng. II</b>	<b>Eng. III</b>	<b>Eng. IV</b>
(iii) singular and plural nouns	(iii) singular, plural, common, and proper nouns				(iii) collective nouns							

**alliteration**

**Strand 1**

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound												

**Strand 4**

<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(B) explain visual patterns and structures in a variety of poems	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

**Strand 5**

<b>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and <b>applies author's craft purposefully</b> in order to develop his or her own products and performances. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) discuss with adult assistance how the author uses words that help the reader visualize	(D) discuss how the author uses words that help the reader visualize	(D) discuss the use of descriptive, literal, and figurative language	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes		(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	(D) analyze how the author's use of language achieves specific purposes	(D) analyze how the author's use of language informs and shapes the perception of readers	(D) evaluate how the author's use of language informs and shapes the perception of readers	(D) critique and evaluate how the author's use of language informs and shapes the perception of readers

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs	(ii) decoding words with silent letters such as knife and gnat										
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
	(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs	(ii) spelling words with silent letters such as knife and gnat	(ii) spelling homophones		(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							

# Grammar and Spelling Connections

## 8. Cock a Doodle Do

onomatopoeia

Strand 5

<b>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and <b>applies author's craft purposefully</b> in order to develop his or her own products and performances. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) discuss with adult assistance how the author uses words that help the reader visualize	(D) discuss how the author uses words that help the reader visualize	(D) discuss the use of descriptive, literal, and figurative language	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes		(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	(D) analyze how the author's use of language achieves specific purposes	(D) analyze how the author's use of language informs and shapes the perception of readers	(D) evaluate how the author's use of language informs and shapes the perception of readers	(D) critique and evaluate how the author's use of language informs and shapes the perception of readers

contractions

Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
	(iv) using knowledge of base words to decode common compound words and contractions	(iv) decoding compound words, contractions, and common abbreviations	(iv) decoding compound words, contractions, and abbreviations									
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
		(iii) spelling compound words, contractions, and common abbreviations	(iii) spelling compound words, contractions, and abbreviations									

contractions

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts - <u>writing process</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

Short i

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking - <u>beginning reading and writing</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
<b>(A) demonstrate phonological awareness by:</b>												
(iv) identifying syllables in spoken words	(iii) distinguishing between long and short vowel sounds in one-syllable words	(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words										
<b>(B) demonstrate and apply phonetic knowledge by:</b>												
(i) identifying and matching the common sounds that letters represent	(i) decoding words in isolation and in context by applying common letter sound correspondences	(i) decoding words with short, long, or variant vowels, trigraphs, and blends	(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en	(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals	(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							

oo, o, oe (ew sounds)

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <b>-beginning reading and writing-</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllable s	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									

ou

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <b>-beginning reading and writing-</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllable s	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									



-ing

Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
(iii) spelling high-frequency words from a research-based list	(iv) spelling high-frequency words from a research-based list	(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	(vi) spelling words using knowledge of prefixes	(v) spelling words using knowledge of prefixes								

Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
	(C) identify the meaning of words with the affixes -s, -ed, and -ing	(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and	(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and	(C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and	(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.	(C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo.	(C) determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and coup d'état.	(C) determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi.	(C) determine the meaning of foreign words or phrases used frequently in English such as ad nauseum, in loco parentis, laissez-faire, and caveat emptor.

four sentence types (imperative sentences are not specified with declarative, exclamatory and interrogative sentences)

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(i) complete sentences;	(i) complete sentences with subject-verb agreement	(i) complete simple and compound sentences with subject-verb agreement	(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments			(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments					
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

# Grammar and Spelling Connections

## 9. Fiddle-De-Dee

ee, ied, e

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>-beginning reading and writing.</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									

y to i

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>-beginning reading and writing.</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
			(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants									
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
			(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants									

compound sentences

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(i) complete sentences;	(i) complete sentences with subject-verb agreement	(i) complete simple and compound sentences with subject-verb agreement	(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments		
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

1c

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by												
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									

# Grammar and Spelling Connections

## 10. Georgie Porgie

AAAWWWUBIS

### Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
		(viii) coordinating conjunctions to form compound subjects and predicates	(viii) coordinating conjunctions to form compound subjects, predicates, and sentences	(viii) subordinating conjunctions to form complex sentences	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor							

plural

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
(iii) spelling high-frequency words from a research-based list	(iv) spelling high-frequency words from a research-based list	(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	(vi) spelling words using knowledge of prefixes	(v) spelling words using knowledge of prefixes								

**alliteration**

**Strand 1**

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>beginning reading and writing</u>.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
(A) demonstrate phonological awareness by:												
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Eng. I</b>	<b>Eng. II</b>	<b>Eng. III</b>	<b>Eng. IV</b>
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound												

**Strand 4**

<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts <u>genres</u>.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:												
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Eng. I</b>	<b>Eng. II</b>	<b>Eng. III</b>	<b>Eng. IV</b>
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(B) explain visual patterns and structures in a variety of poems	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	(B) analyze the effects of sound, form, figurative language, and dramatic structure in poetry across literary time periods and cultures

**Strand 5**

<b>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and <u>applies author's craft purposefully in</u> order to develop his or her own products and performances. The student is expected to:												
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Eng. I</b>	<b>Eng. II</b>	<b>Eng. III</b>	<b>Eng. IV</b>
(D) discuss with adult assistance how the author uses words that help the reader visualize	(D) discuss how the author uses words that help the reader visualize	(D) discuss the use of descriptive, literal, and figurative language	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	(D) describe how the author's use of language achieves specific purposes	(D) analyze how the author's use of language achieves specific purposes	(D) analyze how the author's use of language informs and shapes the perception of readers	(D) evaluate how the author's use of language informs and shapes the perception of readers	(D) critique and evaluate how the author's use of language informs and shapes the perception of readers

i (cry, pie) & a (ay, a\_e)

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to.												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(iv) identifying syllables in spoken words	(iii) distinguishing between long and short vowel sounds in one-syllable words	(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words										
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									

# Grammar and Spelling Connections

## 11. Goosey Goosey Gander

question/answer

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) listen actively and ask question to understand information and answer question using multi-word responses	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	(A) listen actively, ask relevant questions to clarify information, and make pertinent comments	(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately	(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas	(A) listen actively to interpret a message by summarizing, asking questions, and making comments	(A) engage in meaningful and respectful discourse by listening, responding appropriately and adjusting communication to audiences and purposes	(A) engage in meaningful and respectful discourse by listening, responding actively, responding appropriately and adjusting communication to audiences and purposes	(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax	(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax	(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax	(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax

possessives

### Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		



compound words

Strand 1

<p><b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>												
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
	(iv) using knowledge of base words to decode common compound words and contractions	(iv) decoding compound words, contractions, and common abbreviations	(iii) decoding compound words, contractions, and abbreviations									
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
		(iii) spelling compound words, contractions, and common abbreviations	(iii) spelling compound words, contractions, and abbreviations									

rhyme patterns

Strand 4

<p><b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, and myths	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths	(A) read and respond to American, British, and world literature	(A) read and analyze world literature across literary periods		
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(B) explain visual patterns and structures in a variety of poems	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

cvc (consonant-vowel-consonant) words

Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
(B) demonstrate and apply phonetic knowledge by:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs	(ii) decoding words with silent letters such as knife and gnat										

Strand 6

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too			(vi) correct spelling			

# Grammar and Spelling Connections

## 12. Hey Diddle Diddle

le

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									

past tense (-ed vs. ran)

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
(iii) spelling high-frequency words from a research-based list	(iv) spelling high-frequency words from a research-based list	(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	(vi) spelling words using knowledge of prefixes	(v) spelling words using knowledge of prefixes								

past tense

Strand 6

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts -writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(ii) verbs	(ii) past and present verb tense	(ii) past, present, and future verb tense	(ii) past tense of irregular verbs		(ii) consistent, appropriate use of verb tenses				(ii) consistent, appropriate use of verb tenses and active and passive voice			

oo

Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									

cvc (consonant-vowel-consonant) words

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>-beginning reading and writing-</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:												
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs	(ii) decoding words with silent letters such as knife and gnat										

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <u>-writing process-</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:									(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate		
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too			(vi) correct spelling			

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:												
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs	(ii) decoding words with silent letters such as knife and gnat										

# Grammar and Spelling Connections

## 13. Hickory Dickory Dock

### alliteration

#### Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>beginning reading and writing</u>.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
(A) demonstrate phonological awareness by:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound												

#### Strand 4

<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts <u>genres</u>.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(B) explain visual patterns and structures in a variety of poems	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

#### Strand 5

<b>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and <u>applies author's craft purposefully</u> in order to develop his or her own products and performances. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) discuss with adult assistance how the author uses words that help the reader visualize	(D) discuss how the author uses words that help the reader visualize	(D) discuss the use of descriptive, literal, and figurative language	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes		(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	(D) analyze how the author's use of language achieves specific purposes	(D) analyze how the author's use of language informs and shapes the perception of readers	(D) evaluate how the author's use of language informs and shapes the perception of readers	(D) critique and evaluate how the author's use of language informs and shapes the perception of readers

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <b>-beginning reading and writing-</b> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs	(ii) decoding words with silent letters such as knife and gnat										
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
	(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs	(ii) spelling words with silent letters such as knife and gnat	(ii) spelling homophones	(ii) spelling homophones								

past tense

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <b>-writing process-</b> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(ii) verbs	(ii) past and present verb tense	(ii) past, present, and future verb tense	(ii) past tense of irregular verbs			(ii) consistent, appropriate use of verb tenses		(ii) consistent, appropriate use of verb tenses and active and passive voice				



# Grammar and Spelling Connections

## 14. Higglety Pigglety

short vowels

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>-beginning reading and writing-</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(iv) identifying syllables in spoken words	(iii) distinguishing between long and short vowel sounds in one-syllable words	(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words										
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(i) identifying and matching the common sounds that letters represent	(i) decoding words in isolation and in context by applying common letter sound correspondences	(i) decoding words with short, long, or variant vowels, trigraphs, and blends	(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en	(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals	(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							

compound words

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
	(iv) using knowledge of base words to decode common compound words and contractions	(iv) decoding compound words, contractions, and common abbreviations	(iii) decoding compound words, contractions, and abbreviations									
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
		(iii) spelling compound words, contractions, and common abbreviations	(iii) spelling compound words, contractions, and abbreviations									

repetition

Strand 4

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(B) explain visual patterns and structures in a variety of poems	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

number words

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(D) identify, use, and explain the meaning of homophones such as reign/rain	(D) identify, use, and explain the meaning of adages and puns							

# Grammar and Spelling Connections

## 15. Hot Cross Buns

homophones (*two, to*)

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:												
	(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs	(ii) spelling words with silent letters such as knife and gnat	(ii) spelling homophones	(ii) spelling homophones								

homophones (*two, to*)

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(D) identify, use, and explain the meaning of homophones such as reign/rain	(D) identify, use, and explain the meaning of adages and puns							

number words

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <b>vocabulary</b> . The student uses newly acquired vocabulary expressively. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(D) identify, use, and explain the meaning of homophones such as reign/rain	(D) identify, use, and explain the meaning of adages and puns							

exclamation/announcement

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <b>writing process</b> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
		(viii) coordinating conjunctions to form compound subjects and predicates	(viii) coordinating conjunctions to form compound subjects, predicates, and sentences	(viii) subordinating conjunctions to form complex sentences	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor							

# Grammar and Spelling Connections

## 16. Humpty Dumpty

-at, -en (sat, men)

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>beginning reading and writing</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:													
(A) demonstrate phonological awareness by:													
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
(i) identifying and producing rhyming words	(i) producing a series of rhyming words												
(vii) blending spoken onsets and rimes to form simple words	(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed	(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed											
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:										
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables											
(iv) identifying and reading at least 25 high-frequency words from a research-based list	(vi) identifying and reading at least 100 high-frequency words from a research-based list	(vii) identifying and reading high-frequency words from a research-based list	(vi) identifying and reading high-frequency words from a research-based list										
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:										
(i) spelling words with VC, CVC, and CCVC;	(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables										

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-<u>writing process</u>.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:									(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate		
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words				(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	(vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/the y're, and to/two/too	(vi) correct spelling				

y “e” (*When –y appears at the end of a word that has at least two syllables, it usually has the long e sound.*)

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-<u>beginning reading and writing</u>.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(iv) identifying syllables in spoken words	(iii) distinguishing between long and short vowel sounds in one-syllable words	(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words										



possessives

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts -writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

contractions

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
(B) demonstrate and apply phonetic knowledge by:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
	(iv) using knowledge of base words to decode common compound words and contractions	(iv) decoding compound words, contractions, and common abbreviations	(iv) decoding compound words, contractions, and abbreviations									
(C) demonstrate and apply spelling knowledge by:												
		(iii) spelling compound words, contractions, and common abbreviations	(iii) spelling compound words, contractions, and abbreviations									

contractions

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

proper nouns

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:											
(iii) singular and plural nouns	(iii) singular, plural, common, and proper nouns				(iii) collective nouns							

# Grammar and Spelling Connections

## 17. I Had a Little Pony

double consonant

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>beginning reading and writing.</u> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
		(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word	(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV	(iv) spelling words using advanced knowledge of syllable division patterns								

possessives

### Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <u>writing process.</u> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

past tense verbs

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <b>writing process</b> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:													
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:		
(ii) verbs	(ii) past and present verb tense	(ii) past, present, and future verb tense	(ii) past tense of irregular verbs	(ii) consistent, appropriate use of verb tenses			(ii) consistent, appropriate use of verb tenses and active and passive voice						

strong verbs

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <b>writing process</b> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) revise drafts by adding details in pictures or words	(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;				(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses	(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences				

# Grammar and Spelling Connections

## 18. If All the World Were Apple Pie

-ink

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>-beginning reading and writing-</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(i) identifying and producing a series of rhyming words	(i) producing a series of rhyming words											
(vii) blending spoken onsets and rimes to formsimple words	(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed	(iii) recognizing the change in spoken word when a specified phonemeis added, changed, or removed										

ea, ee

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>-beginning reading and writing-</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables									

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>beginning reading and writing</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
(A) demonstrate phonological awareness by:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(i) identifying and producing rhyming words	(i) producing a series of rhyming words											
(vii) blending spoken onsets and rimes to form simple words	(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed	(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed										
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables										
(iv) identifying and reading at least 25 high-frequency words from a research-based list	(vi) identifying and reading at least 100 high-frequency words from a research-based list	(vii) identifying and reading high-frequency words from a research-based list	(vi) identifying and reading high-frequency words from a research-based list									
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
(i) spelling words with VC, CVC, and CCVC;	(i) spelling words with closed syllables, VCe syllables, vowel teams, and r-controlled syllables	(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables									

Strand 6

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts</b> <u>writing process</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:													
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:									(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate			
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words				(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and		(vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/the y're, and to/two/too	(vi) correct spelling				

Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking</b> <u>beginning reading and writing</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
(iii) spelling high-frequency words from a research-based list	(iv) spelling high-frequency words from a research-based list	(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	(vi) spelling words using knowledge of prefixes; and	(v) spelling words using knowledge of prefixes, and								
			(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants								

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <u>-writing process.</u> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
		(viii) coordinating conjunctions to form compound subjects and predicates	(viii) coordinating conjunctions to form compound subjects, predicates, and sentences	(viii) subordinating conjunctions to form complex sentences	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor							



# Grammar and Spelling Connections

## 19. I'm a Little Teapot

homophones (*two, to*)

### Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
	(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs	(ii) spelling words with silent letters such as knife and gnat	(ii) spelling homophones		(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							

homophones (*two, to*)

### Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(D) identify, use, and explain the meaning of antonyms, idioms, and homographs in context	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(D) identify, use, and explain the meaning of homophones such as reign/rain	(D) identify, use, and explain the meaning of adages and puns							

out

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <b>-beginning reading and writing-</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(i) producing a series of rhyming words												
(vii) blending spoken onsets and rimes to form simple words	(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed	(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed										

ea

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <b>-beginning reading and writing-</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by												
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>-beginning reading and writing-</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
	(iv) using knowledge of base words to decode common compound words and contractions	(iv) decoding compound words, contractions, and common abbreviations	(iv) decoding compound words, contractions, and abbreviations									
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
		(iii) spelling compound words, contractions, and common abbreviations	(iii) spelling compound words, contractions, and abbreviations									

AAAWWWUBIS

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <u>-writing process-</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
		(viii) coordinating conjunctions to form compound subjects and predicates	(viii) coordinating conjunctions to form compound subjects, predicates, and sentences	(viii) subordinating conjunctions to form complex sentences	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor							

# Grammar and Spelling Connections

## 20. The Itsy Bitsy Spider

past tense verbs

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts - <b>writing process</b> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(ii) verbs	(ii) past and present verb tense	(ii) past, present, and future verb tense	(ii) past tense of irregular verbs		(ii) consistent, appropriate use of verb tenses			(ii) consistent, appropriate use of verb tenses and active and passive voice				

silent letters

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking - <b>beginning reading and writing</b> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs	(ii) decoding words with silent letters such as knife and gnat										
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
	(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs	(ii) spelling words with silent letters such as knife and gnat	(ii) spelling homophones	(ii) spelling homophones	(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							

ai, a\_e

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking - <b>beginning reading and writing</b> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(iv) identifying syllables in spoken words	(iii) distinguishing between long and short vowel sounds in one-syllable words	(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words										
(B) demonstrate and apply phonetic knowledge by:												
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables										

ai, a\_e

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking - <b>beginning reading and writing</b> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables									

y to i

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. <del>beginning reading and writing.</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
			(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants									
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
			(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants									

short and long i

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. <del>beginning reading and writing.</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(iv) identifying syllables in spoken words	(iii) distinguishing between long and short vowel sounds in one-syllable words	(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words										

**wa** (water/washed) *(The letter (a) in the (wa) pattern usually has the sound of short (o), with a few exceptions such as wag and wagon)*

**Strand 1**

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking - <u>beginning reading and writing</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7			8	Eng. I	Eng. II
(A) demonstrate and apply spelling knowledge by:												
(vii) blending spoken onsets and rimes to form simple words	(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed	(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed										

# Grammar and Spelling Connections

## 21. Jack and Jill

### prepositional phrases

#### Strand 6

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts -writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(v) prepositions	(vi) prepositions	(vi) prepositions and prepositional phrases			(vi) prepositions and prepositional phrases and their influence on subject-verb agreement							

### short vowels

#### Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(iv) identifying syllables in spoken words	(iii) distinguishing between long and short vowel sounds in one-syllable words	(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words										



proper nouns

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts -writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(iii) singular and plural nouns	(iii) singular, plural, common, and proper nouns			(iii) collective nouns								

ou

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:													
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:										
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables										

# Grammar and Spelling Connections

## 22. Jack Be Nimble

ck

### Strand 1

<i>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</i>												
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Eng. I</b>	<b>Eng. II</b>	<b>Eng. III</b>	<b>Eng. IV</b>
(B) demonstrate and apply phonetic knowledge by:												
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs	(ii) decoding words with silent letters such as knife and gnat										

adjectives

### Strand 6

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>												
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Eng. I</b>	<b>Eng. II</b>	<b>Eng. III</b>	<b>Eng. IV</b>
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(iv) adjectives, including articles			(iv) adjectives, including their comparative and superlative forms									

compound words

Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>beginning reading and writing.</del></b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
	(iv) using knowledge of base words to decode common compound words and contractions	(iv) decoding compound words, contractions, and common abbreviations	(iv) decoding compound words, contractions, and abbreviations									
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
		(iii) spelling compound words, contractions, and common abbreviations	(iii) spelling compound words, contractions, and abbreviations									

direct address

Strand 6

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts <del>writing process.</del></b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(iii) singular and plural nouns	(iii) singular, plural, common, and proper nouns				(iii) collective nouns							

commands (imperative sentences are not specified with declarative, exclamatory and interrogative sentences)

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <u>-writing process-</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(i) complete sentences;	(i) complete sentences with subject-verb agreement	(i) complete simple and compound sentences with subject-verb agreement	(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments								
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

1e

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>-beginning reading and writing-</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap	(iii) decoding words with closed syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									

# Grammar and Spelling Connections

## 23. Jack Sprat

ea

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>beginning reading and writing</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									

pronouns (*them, they, his*)

### Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <u>writing process</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(vi) pronouns, including subjective, objective, and possessive cases	(vii) pronouns, including subjective, objective, and possessive cases			(vii) pronouns, including reflexive		(v) pronouns, including relative	(v) pronoun-antecedent agreement	(iv) pronoun-antecedent agreement	(iii) pronoun-antecedent agreement			

opposites

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking- <u>vocabulary</u> . The student uses newly acquired vocabulary expressively. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text							

short a

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking- <u>beginning reading and writing</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(iv) identifying syllables in spoken words	(iii) distinguishing between long and short vowel sounds in one-syllable words	(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words										

long o

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking- <u>beginning reading and writing</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(iv) identifying syllables in spoken words	(iii) distinguishing between long and short vowel sounds in one-syllable words	(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words										

# Grammar and Spelling Connections

## 24. Ladybug, Ladybug

synonyms (*housse, home; gone, crept*)

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <b>vocabulary</b> . The student uses newly acquired vocabulary expressively. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(D) identify, use, and explain the meaning of homophones such as reign/rain	(D) identify, use, and explain the meaning of adages and puns							

proper nouns

### Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <b>writing process</b> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(iii) singular and plural nouns	(iii) singular, plural, common, and proper nouns				(iii) collective nouns							

compound words

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>beginning reading and writing.</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
	(iv) using knowledge of base words to decode common compound words and contractions	(iv) decoding compound words, contractions, and common abbreviations	(iv) decoding compound words, contractions, and abbreviations									
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
		(iii) spelling compound words, contractions, and common abbreviations	(iii) spelling compound words, contractions, and abbreviations									



# Grammar and Spelling Connections

## 25. Little Bo Peep

cep

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>-beginning reading and writing-</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(i) identifying and producing a series of rhyming words	(i) producing a series of rhyming words											
(vii) blending spoken onsets and rimes to formsimple words	(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed	(iii) recognizing the change in spoken word when a specified phonemeis added, changed, or removed										

short a

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>-beginning reading and writing-</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(iv) identifying syllables in spoken words	(iii) distinguishing between long and short vowel sounds in one-syllable words	(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words										

long o

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>-beginning reading and writing-</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(iv) identifying syllables in spoken words	(iii) distinguishing between long and short vowel sounds in one-syllable words	(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words										

double consonant + -ing

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>-beginning reading and writing-</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
			(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants									
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
			(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants									

contractions

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>beginning reading and writing</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
	(iv) using knowledge of base words to decode common compound words and contractions	(iv) decoding compound words, contractions, and common abbreviations	(iv) decoding compound words, contractions, and abbreviations									
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
		(iii) spelling compound words, contractions, and common abbreviations	(iii) spelling compound words, contractions, and abbreviations									

past vs. future tense

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <u>writing process</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(ii) verbs	(ii) past and present verb tense	(ii) past, present, and future verb tense	(ii) past tense of irregular verbs		(ii) consistent, appropriate use of verb tenses		(ii) consistent, appropriate use of verb tenses and active and passive voice					

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>beginning reading and writing</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									

pronouns

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <u>writing process</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(vi) pronouns, including subjective, objective, and possessive cases	(vii) pronouns, including subjective, objective, and possessive cases			(vii) pronouns, including reflexive		(v) pronouns, including relative	(v) pronoun-antecedent agreement	(iv) pronoun-antecedent agreement	(iii) pronoun- antecedent agreement			

# Grammar and Spelling Connections

## 26. Little Boy Blue

contractions

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>beginning reading and writing</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
	(iv) using knowledge of base words to decode common compound words and contractions	(iv) decoding compound words, contractions, and common abbreviations	(iv) decoding compound words, contractions, and abbreviations									
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
		(iii) spelling compound words, contractions, and common abbreviations	(iii) spelling compound words, contractions, and abbreviations									

ou

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>beginning reading and writing</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									

or

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <b>beginning reading and writing</b> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									

digraphs

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <b>beginning reading and writing</b> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
	(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs	(ii) spelling words with silent letters such as knife and gnat	(ii) spelling homophones	(ii) spelling homophones	(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							

preposition

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts -writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(v) prepositions	(vi) prepositions	(vi) prepositions and prepositional phrases			(vi) prepositions and prepositional phrases and their influence on subject-verb agreement							

# Grammar and Spelling Connections

## 27. Little Jack Horner

capitalize holidays

### Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts -writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(vii) capitalization of the first letter in a sentence and name	(viii) capitalization for the beginning of sentences and the pronoun "I"	(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter	(ix) capitalization of official titles of people, holidays, and geographical names and places	(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities	(ix) capitalization of abbreviations, initials, acronyms, and organizations	(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations	(vii) correct capitalization	(v) correct capitalization	(iv) correct capitalization			

double l

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:												
		(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word	(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV	(iv) spelling words using advanced knowledge of syllable division patterns								



silent b

Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking</b> <b>beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:												
	(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs	(ii) spelling words with silent letters such as knife and gnat	(ii) spelling homophones	(ii) spelling homophones	(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							

quotation marks

Strand 6

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts</b> <b>writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate			

capitalize I

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts- <u>writing process</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(vii) capitalization of the first letter in a sentence and name	(viii) capitalization for the beginning of sentences and the pronoun "I"	(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter	(ix) capitalization of official titles of people, holidays, and geographical names and places	(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities	(ix) capitalization of abbreviations, initials, acronyms, and organizations	(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations	(vii) correct capitalization	(v) correct capitalization	(iv) correct capitalization			

participial phrases (*Participles and participial phrases are not specified in the TEKS. Participial phrases will likely be taught in conjunction with verbs.*)

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts- <u>writing process</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(ii) verbs	(ii) past and present verb tense	(ii) past, present, and future verb tense	(ii) past, present, and future verb tense	(ii) past tense of irregular verbs	(ii) past tense of irregular verbs	(ii) consistent, appropriate use of verb tenses	(ii) consistent, appropriate use of verb tenses	(ii) consistent, appropriate use of verb tenses and active and passive voice	(ii) consistent, appropriate use of verb tense and active and passive voice	(ii) consistent, appropriate use of verb tense and active and passive voice		

# Grammar and Spelling Connections

## 28. Little Jumping Joan

alliteration

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
(A) demonstrate phonological awareness by:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound												

alliteration

### Strand 5

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) discuss with adult assistance how the author uses words that help the reader visualize	(D) discuss how the author uses words that help the reader visualize	(D) discuss the use of descriptive, literal, and figurative language	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes		(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	(D) analyze how the author's use of language achieves specific purposes	(D) analyze how the author's use of language informs and shapes the perception of readers	(D) evaluate how the author's use of language informs and shapes the perception of readers	(D) critique and evaluate how the author's use of language informs and shapes the perception of readers

contractions

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <b>beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:												
	(iv) using knowledge of base words to decode common compound words and contractions	(iv) decoding compound words, contractions, and common abbreviations	(iv) decoding compound words, contractions, and abbreviations									
(C) demonstrate and apply spelling knowledge by:												
		(iii) spelling compound words, contractions, and common abbreviations	(iii) spelling compound words, contractions, and abbreviations									

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <b>writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate			

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts- <b>writing process</b> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) revise drafts by adding details in pictures or words		(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;				(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses		(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences

AAAWWWUBIS

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts- <b>writing process</b> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using s style guide as appropriate:	
		(viii) coordinating conjunctions to form compound subjects and predicates	(viii) coordinating conjunctions to form compound subjects, predicates, and sentences		(viii) subordinating conjunctions to form complex sentences	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor						

# Grammar and Spelling Connections

## 29. Little Miss Muffet

-at word family

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>beginning reading and writing</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(i) identifying and producing rhyming words	(i) producing a series of rhyming words											
(vii) blending spoken onsets and rimes to form simple words	(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed	(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed										
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables										
(iv) identifying and reading at least 25 high-frequency words from a research-based list	(vi) identifying and reading at least 100 high-frequency words from a research-based list	(vii) identifying and reading high-frequency words from a research-based list	(vi) identifying and reading high-frequency words from a research-based list									

(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
(i) spelling words with VC, CVC, and CCVC;	(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									

Strand 6

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts</b> <u>writing process</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words				(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	(vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/the y're, and to/two/too	(vi) correct spelling				

irregular verbs

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <u>writing process</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(ii) verbs	(ii) past and present verb tense	(ii) past, present, and future verb tense	(ii) past, present, and future verb tense	(ii) past tense of irregular verbs	(ii) past tense of irregular verbs	(ii) consistent, appropriate use of verb tenses	(ii) consistent, appropriate use of verb tenses	(ii) consistent, appropriate use of verb tenses and active and passive voice	(ii) consistent, appropriate use of verb tense and active and passive voice	(ii) consistent, appropriate use of verb tense and active and passive voice		

proper nouns

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <u>writing process</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(iii) singular and plural nouns	(iii) singular, plural, common, and proper nouns				(iii) collective nouns							



double consonant

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>beginning reading and writing.</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:												
		(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word	(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV	(iv) spelling words using advanced knowledge of syllable division patterns								

# Grammar and Spelling Connections

## 30. Little Tommy Tucker

### double consonants

#### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:												
		(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word	(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV	(iv) spelling words using advanced knowledge of syllable division patterns								

### questions

#### Strand 1

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) listen actively and ask question to understand information and answer question using multi-word responses	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	(A) listen actively, ask relevant questions to clarify information, and make pertinent comments	(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately	(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately	(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas	(A) listen actively to interpret a message by summarizing, asking questions, and making comments	(A) engage in meaningful and respectful discourse by listening, responding appropriately and adjusting communication to audiences and purposes	(A) engage in meaningful and respectful discourse by listening actively, responding appropriately and adjusting communication to audiences and purposes	(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax	(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax	

alliteration

Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound												

alliteration

Strand 5

<b>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) discuss with adult assistance how the author uses words that help the reader visualize	(D) discuss how the author uses words that help the reader visualize	(D) discuss the use of descriptive, literal, and figurative language	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes		(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	(D) analyze how the author's use of language achieves specific purposes	(D) analyze how the author's use of language informs and shapes the perception of readers	(D) evaluate how the author's use of language informs and shapes the perception of readers	(D) critique and evaluate how the author's use of language informs and shapes the perception of readers

compound words

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>beginning reading and writing</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:												
	(iv) using knowledge of base words to decode common compound words and contractions	(iv) decoding compound words, contractions, and common abbreviations	(iv) decoding compound words, contractions, and abbreviations									
(C) demonstrate and apply spelling knowledge by:												
		(iii) spelling compound words, contractions, and common abbreviations	(iii) spelling compound words, contractions, and abbreviations									

# Grammar and Spelling Connections

## 31. Lucy Locket

double consonants

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>beginning reading and writing.</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:												
		(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word	(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV	(iv) spelling words using advanced knowledge of syllable division patterns								

alliteration

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>beginning reading and writing.</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
	(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound											

alliteration

Strand 5

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) discuss with adult assistance how the author uses words that help the reader visualize	(D) discuss how the author uses words that help the reader visualize	(D) discuss the use of descriptive, literal, and figurative language	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes		(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	(D) analyze how the author's use of language achieves specific purposes	(D) analyze how the author's use of language informs and shapes the perception of readers	(D) evaluate how the author's use of language informs and shapes the perception of readers	(D) critique and evaluate how the author's use of language informs and shapes the perception of readers

ck

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:												
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs	(ii) decoding words with silent letters such as knife and gnat										

pronoun “it”

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts- <u>writing process</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(vi) pronouns, including subjective, objective, and possessive cases	(vii) pronouns, including subjective, objective, and possessive cases			(vii) pronouns, including reflexive	(vii) pronouns, including indefinite	(v) pronouns, including relative	(v) pronoun-antecedent agreement	(iv) pronoun-antecedent agreement	(iii) pronoun- antecedent agreement			

# Grammar and Spelling Connections

## 32. Mary Had a Little Lamb

silent **b**, **gh**

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>beginning reading and writing</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:												
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs	(ii) decoding words with silent letters such as knife and gnat										
(C) demonstrate and apply spelling knowledge by:												
	(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs	(ii) spelling words with silent letters such as knife and gnat	(ii) spelling homophones	(ii) spelling homophones	(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							



similes

Strand 4

<p><b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts -genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(B) explain visual patterns and structures in a variety of poems	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

its

Strand 6

<p><b>Composition: listening, speaking, reading, writing, and thinking using multiple texts -writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(vi) pronouns, including subjective, objective, and possessive cases	(vii) pronouns, including subjective, objective, and possessive cases			(vii) pronouns, including reflexive		(v) pronouns, including relative	(v) pronoun-antecedent agreement	(iv) pronoun-antecedent agreement	(iii) pronoun- antecedent agreement			
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	(xi) correct spelling of words with grade- appropriate orthographic patterns and rules and high- frequency words				(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and			(vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/the y're, and to/two/too	(vi) correct spelling		

wh

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>beginning reading and writing</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:												
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs	(ii) decoding words with silent letters such as knife and gnat										
(C) demonstrate and apply spelling knowledge by:												
	(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs	(ii) spelling words with silent letters such as knife and gnat	(ii) spelling homophones	(ii) spelling homophones								

long vowels

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>beginning reading and writing</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:												
(i) identifying and matching the common sounds that letters represent	(i) decoding words in isolation and in context by applying common letter sound correspondences	(i) decoding words with short, long, or variant vowels, trigraphs, and blends	(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en	(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals	(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>-beginning reading and writing-</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:												
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs	(ii) decoding words with silent letters such as knife and gnat										
(C) demonstrate and apply spelling knowledge by:												
	(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs	(ii) spelling words with silent letters such as knife and gnat	(ii) spelling homophones	(ii) spelling homophones								

# Grammar and Spelling Connections

## 33. Mary, Mary, Quite Contrary

alliteration

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound												

alliteration

### Strand 5

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) discuss with adult assistance how the author uses words that help the reader visualize	(D) discuss how the author uses words that help the reader visualize	(D) discuss the use of descriptive, literal, and figurative language	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes		(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	(D) analyze how the author's use of language achieves specific purposes	(D) analyze how the author's use of language informs and shapes the perception of readers	(D) evaluate how the author's use of language informs and shapes the perception of readers	(D) critique and evaluate how the author's use of language informs and shapes the perception of readers

adjectives

Strand 6

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(iv) adjectives, including articles			(iv) adjectives, including their comparative and superlative forms									

ow

Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by												
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables										

blends

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(viii) blending spoken phonemes to form one-syllable words	(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends											
(B) demonstrate and apply phonetic knowledge by:												
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs	(ii) decoding words with silent letters such as knife and gnat										
(C) demonstrate and apply spelling knowledge by:												
	(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs	(ii) spelling words with silent letters such as knife and gnat	(ii) spelling homophones	(ii) spelling homophones	(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							

ell

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>beginning reading and writing</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(i) producing a series of rhyming words												
(vii) blending spoken onsets and rimes to form simple words	(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed	(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed										
(B) demonstrate and apply phonetic knowledge by:												
(iii) recognizing that new words are created when letters are added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables										

direct address

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <u>-writing process</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(iii) singular and plural nouns	(iii) singular, plural, common, and proper nouns				(iii) collective nouns							

# Grammar and Spelling Connections

## 34. Old King Cole

order of words

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts - <b>writing process</b> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) revise drafts by adding details in pictures or words		(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;				(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses		(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences

double consonants

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking - <b>beginning reading and writing</b> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:												
		(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word	(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV	(iv) spelling words using advanced knowledge of syllable division patterns								



adjectives

Strand 6

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(iv) adjectives, including articles			(iv) adjectives, including their comparative and superlative forms									

ou, ow

Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by												
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables										

# Grammar and Spelling Connections

## 35. Old Mother Hubbard

double consonants

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking - <del>beginning reading and writing.</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:												
		(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word	(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV	(iv) spelling words using advanced knowledge of syllable division patterns								

~~-one~~ (*bone, none*) \*words spelled alike that do not rhyme

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking - <del>beginning reading and writing.</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:												
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables										

-one (bone, none) \*words spelled alike that do not rhyme

Strand 4

<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts -genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(B) explain visual patterns and structures in a variety of poems	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

long vowels

Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:												
(i) identifying and matching the common sounds that letters represent	(i) decoding words in isolation and in context by applying common letter sound correspondences	(i) decoding words with short, long, or variant vowels, trigraphs, and blends	(i) decoding multisyllabic words with multiple sound-spelling patterns such as ough, and en	(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals	(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							

pronouns

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts- <u>writing process</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:													
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:		
(vi) pronouns, including subjective, objective, and possessive cases	(vii) pronouns, including subjective, objective, and possessive cases			(vii) pronouns, including reflexive possessive cases		(v) pronouns, including relative	(v) pronoun-antecedent agreement	(iv) pronoun-antecedent agreement	(iii) pronoun- antecedent agreement				

AAAWWWUBIS

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts- <u>writing process</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using s style guide as appropriate:	
		(viii) coordinating conjunctions to form compound subjects and predicates	(viii) coordinating conjunctions to form compound subjects, predicates, and sentences		(viii) subordinating conjunctions to form complex sentences	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor						

# Grammar and Spelling Connections

## 36. Pat-a-Cake, Pat-a-Cake

ake

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>beginning reading and writing</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
(A) demonstrate phonological awareness by:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(i) identifying and producing rhyming words	(i) producing a series of rhyming words											
(vii) blending spoken onsets and rimes to form simple words	(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed	(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed										
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables										
(iv) identifying and reading at least 25 high-frequency words from a research-based list	(vi) identifying and reading at least 100 high-frequency words from a research-based list	(vii) identifying and reading high-frequency words from a research-based list	(vi) identifying and reading high-frequency words from a research-based list									

(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:								
(i) spelling words with VC, CVC, and CCVC;	(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables								

ake

Strand 6

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts</b> <u>writing process</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:									(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate		
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Eng. I</b>	<b>Eng. II</b>	<b>Eng. III</b>	<b>Eng. IV</b>
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and		(vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/the y're, and to/two/too	(vi) correct spelling				

pronouns

Strand 6

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-</b> <u>writing process</u> <b>. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</b>												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(vi) pronouns, including subjective, objective, and possessive cases	(vii) pronouns, including subjective, objective, and possessive cases			(vii) pronouns, including reflexive		(v) pronouns, including relative	(v) pronoun-antecedent agreement	(iv) pronoun-antecedent agreement	(iii) pronoun- antecedent agreement			

cvc (consonant-vowel-consonant) words

Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-</b> <u>beginning reading and writing</u> <b>. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</b>												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:												
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs	(ii) decoding words with silent letters such as knife and gnat										

an

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>beginning reading and writing</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(i) identifying and producing rhyming words	(i) producing a series of rhyming words											
(vii) blending spoken onsets and rimes to form simple words	(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed	(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed										
(B) demonstrate and apply phonetic knowledge by:												
(iii) recognizing that new words are created when letters are added, or deleted such as it- pit - tip - tap	(ii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables										
(iv) identifying and reading at least 25 high-frequency words from a research-based list	(vi) identifying and reading at least 100 high-frequency words from a research-based list	(vii) identifying and reading high-frequency words from a research-based list	(vi) identifying and reading high-frequency words from a research-based list									



blends

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -beginning reading and writing The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:												
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs	(ii) decoding words with silent letters such as knife and gnat										
(C) demonstrate and apply spelling knowledge by:												
	(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs	(ii) spelling words with silent letters such as knife and gnat	(ii) spelling homophones	(ii) spelling homophones								

long vowels

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -beginning reading and writing The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:												
(i) identifying and matching the common sounds that letters represent	(i) decoding words in isolation and in context by applying common letter sound correspondences	(i) decoding words with short, long, or variant vowels, trigraphs, and blends	(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en	(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals	(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							

# Grammar and Spelling Connections

## 36. Pease Porridge Hot

alliteration

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound												

alliteration

### Strand 5

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) discuss with adult assistance how the author uses words that help the reader visualize	(D) discuss how the author uses words that help the reader visualize	(D) discuss the use of descriptive, literal, and figurative language	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes		(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	(D) analyze how the author's use of language achieves specific purposes	(D) analyze how the author's use of language informs and shapes the perception of readers	(D) evaluate how the author's use of language informs and shapes the perception of readers	(D) critique and evaluate how the author's use of language informs and shapes the perception of readers

short e

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>beginning reading and writing</del> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(iv) identifying syllables in spoken words	(iii) distinguishing between long and short vowel sounds in one-syllable words	(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words										

irregular verbs

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <del>writing process</del> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(ii) verbs	(ii) past and present verb tense	(ii) past, present, and future verb tense	(ii) past, present, and future verb tense	(ii) past tense of irregular verbs	(ii) past tense of irregular verbs	(ii) consistent, appropriate use of verb tenses	(ii) consistent, appropriate use of verb tenses	(ii) consistent, appropriate use of verb tenses and active and passive voice	(ii) consistent, appropriate use of verb tense and active and passive voice	(ii) consistent, appropriate use of verb tense and active and passive voice		

Strand 6

<p>Composition: listening, speaking, reading, writing, and thinking using multiple texts-<b>writing process</b>. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) revise drafts by adding details in pictures or words		(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;			(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses		(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences	

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>beginning reading and writing</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
(A) demonstrate phonological awareness by:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(i) identifying and producing rhyming words	(i) producing a series of rhyming words											
(vii) blending spoken onsets and rimes to form simple words	(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed	(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed										
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables										
(iv) identifying and reading at least 25 high-frequency words from a research-based list	(vi) identifying and reading at least 100 high-frequency words from a research-based list	(vii) identifying and reading high-frequency words from a research-based list	(vi) identifying and reading high-frequency words from a research-based list									
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
(i) spelling words with VC, CVC, and CCVC;	(i) spelling words with closed syllables, VCe syllables, vowel teams, and r-controlled syllables	(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables									

-ot word family

Strand 6

<p><b>Composition: listening, speaking, reading, writing, and thinking using multiple texts</b> <u>writing process</u>. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>												
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Eng. I</b>	<b>Eng. II</b>	<b>Eng. III</b>	<b>Eng. IV</b>
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words				(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	(vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/the y're, and to/two/too	(vi) correct spelling				

# Grammar and Spelling Connections

## 38. Peter, Peter, Pumpkin Eater

### alliteration

#### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound												

### alliteration

#### Strand 5

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) discuss with adult assistance how the author uses words that help the reader visualize	(D) discuss how the author uses words that help the reader visualize	(D) discuss the use of descriptive, literal, and figurative language	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes		(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	(D) analyze how the author's use of language achieves specific purposes	(D) analyze how the author's use of language informs and shapes the perception of readers	(D) evaluate how the author's use of language informs and shapes the perception of readers	(D) critique and evaluate how the author's use of language informs and shapes the perception of readers

II (We often double F, L, and S after a single vowel at the end of a base word.)

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>beginning reading and writing</del> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:												
			(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants									
(C) demonstrate and apply spelling knowledge by:												
			(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants									

past tense verbs

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <del>writing process</del> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(ii) verbs	(ii) past and present verb tense	(ii) past, present, and future verb tense	(ii) past tense of irregular verbs		(ii) consistent, appropriate use of verb tenses			(ii) consistent, appropriate use of verb tenses and active and passive voice				



Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>beginning reading and writing</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
(iii) spelling high-frequency words from a research-based list	(iv) spelling high-frequency words from a research-based list	(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	(vi) spelling words using knowledge of prefixes; and	(v) spelling words using knowledge of prefixes, and								
			(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants								

# Grammar and Spelling Connections

## 39. Polly, Put the Kettle On

repetition

### Strand 4

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(B) explain visual patterns and structures in a variety of poems	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

proper nouns

### Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(iii) singular and plural nouns	(iii) singular, plural, common, and proper nouns			(iii) collective nouns								

contractions

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:												
	(iv) using knowledge of base words to decode common compound words and contractions	(iv) decoding compound words, contractions, and common abbreviations	(iv) decoding compound words, contractions, and abbreviations									
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
		(iii) spelling compound words, contractions, and common abbreviations	(iii) spelling compound words, contractions, and abbreviations									

antonyms

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(D) identify, use, and explain the meaning of homophones such as reign/rain	(D) identify, use, and explain the meaning of adages and puns							

double consonants

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>beginning reading and writing</del> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:												
		(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word	(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV	(iv) spelling words using advanced knowledge of syllable division patterns								

# Grammar and Spelling Connections

## 40. Pussycat, Pussycat

### word order

#### Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts- <b>writing process</b> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) revise drafts by adding details in pictures or words	(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity				(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;			(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses		(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences	

### prepositions

#### Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts- <b>writing process</b> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(v) prepositions	(vi) prepositions	(vi) prepositions and prepositional phrases			(vi) prepositions and prepositional phrases and their influence on subject-verb agreement							

### proper nouns

#### Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts- <b>writing process</b> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(iii) singular and plural nouns	(iii) singular, plural, common, and proper nouns				(iii) collective nouns							

double letters

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>beginning reading and writing</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:												
		(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word	(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV	(iv) spelling words using advanced knowledge of syllable division patterns								

quotations

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <u>writing process</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate			

three sentence types (*imperative sentences are not specified with declarative, exclamatory and interrogative sentences*)

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(i) complete sentences;	(i) complete sentences with subject-verb agreement	(i) complete simple and compound sentences with subject-verb agreement	(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments		(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments							
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

dialogue

Strand 4

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) discuss main characters in drama	(C) discuss elements of drama such as characters and setting	(C) discuss elements of drama such as characters, dialogue, and setting	(C) discuss elements of drama such as characters, dialogue, setting, and acts	(C) explain structure in drama such as character tags, acts, scenes, and stage directions		(C) analyze how playwrights develop characters through dialogue and staging		(C) analyze how playwrights develop dramatic action through the use of acts and scenes	(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire		(C) analyze how the relationships among dramatic elements advance the plot	(C) analyze and evaluate how the relationships among the dramatic elements advance the plot

dialogue

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(i) complete sentences;	(i) complete sentences with subject-verb agreement	(i) complete simple and compound sentences with subject-verb agreement	(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments								
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		



# Grammar and Spelling Connections

## 41. Rain, Rain, Go Away

long a

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <b>beginning reading and writing</b> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:												
(i) identifying and matching the common sounds that letters represent	(i) decoding words in isolation and in context by applying common letter sound correspondences	(i) decoding words with short, long, or variant vowels, trigraphs, and blends	(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en	(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals	(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							

**commands** (*imperative sentences are not specified with declarative, exclamatory and interrogative sentences*)

### Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <b>writing process</b> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:											
(i) complete sentences;	(i) complete sentences with subject-verb agreement	(i) complete simple and compound sentences with subject-verb agreement	(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments								

(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		
--	--	--	---	--	---	---	--	---	---	--	--	--

personification

Strand 4

<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(B) explain visual patterns and structures in a variety of poems	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

double letters

Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:												
		(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word	(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV	(iv) spelling words using advanced knowledge of syllable division patterns								

proper nouns

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts- <b>writing process</b> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(iii) singular and plural nouns	(iii) singular, plural, common, and proper nouns			(iii) collective nouns								

write own name

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts- <b>writing process</b> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(vii) capitalization of the first letter in a sentence and name	(viii) capitalization for the beginning of sentences and the pronoun "I"	(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter	(ix) capitalization of official titles of people, holidays, and geographical names and places	(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities	(ix) capitalization of abbreviations, initials, acronyms, and organizations	(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations	(vii) correct capitalization	(v) correct capitalization	(iv) correct capitalization			

# Grammar and Spelling Connections

## 42. Rock-a-Bye Baby

ock

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>beginning reading and writing</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(i) identifying and producing rhyming words	(i) producing a series of rhyming words											
(vii) blending spoken onsets and rimes to form simple words	(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed	(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed										
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables										
(iv) identifying and reading at least 25 high-frequency words from a research-based list	(vi) identifying and reading at least 100 high-frequency words from a research-based list	(vii) identifying and reading high-frequency words from a research-based list	(vi) identifying and reading high-frequency words from a research-based list									

(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
(i) spelling words with VC, CVC, and CCVC;	(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									

ock

Strand 6

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts</b> <u>writing process</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words				(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	(vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/the y're, and to/two/too	(vi) correct spelling				

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using s style guide as appropriate:	
		(viii) coordinating conjunctions to form compound subjects and predicates	(viii) coordinating conjunctions to form compound subjects, predicates, and sentences	(viii) subordinating conjunctions to form complex sentences	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor							

order of words

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) revise drafts by adding details in pictures or words	(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity				(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;			(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses		(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences	

all

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>beginning reading and writing</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(i) identifying and producing rhyming words	(i) producing a series of rhyming words											
(vii) blending spoken onsets and rimes to form simple words	(iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed	(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed										
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables										
(iv) identifying and reading at least 25 high-frequency words from a research-based list	(vi) identifying and reading at least 100 high-frequency words from a research-based list	(vii) identifying and reading high-frequency words from a research-based list	(vi) identifying and reading high-frequency words from a research-based list									

(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
(i) spelling words with VC, CVC, and CCVC;	(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									

all

Strand 6

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts</b> <u>writing process</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Eng. I</b>	<b>Eng. II</b>	<b>Eng. III</b>	<b>Eng. IV</b>
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words				(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	(vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/the y're, and to/two/too	(vi) correct spelling				



Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>beginning reading and writing.</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by												
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									

double 1 (*We often double F, L, and S after a single vowel at the end of a base word.*)

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>beginning reading and writing.</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:												
		(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word	(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV	(iv) spelling words using advanced knowledge of syllable division patterns								

present/future verbs

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts -writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(ii) verbs	(ii) past and present verb tense	(ii) past, present, and future verb tense	(ii) past, present, and future verb tense	(ii) past tense of irregular verbs	(ii) past tense of irregular verbs	(ii) consistent, appropriate use of verb tenses	(ii) consistent, appropriate use of verb tenses	(ii) consistent, appropriate use of verb tenses and active and passive voice	(ii) consistent, appropriate use of verb tense and active and passive voice	(ii) consistent, appropriate use of verb tense and active and passive voice		

short/long vowels

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
<b>(A) demonstrate phonological awareness by:</b>												
(iv) identifying syllables in spoken words	(iii) distinguishing between long and short vowel sounds in one-syllable words	(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words										
<b>(B) demonstrate and apply phonetic knowledge by:</b>			<b>(A) demonstrate and apply phonetic knowledge by:</b>									
(i) identifying and matching the common sounds that letters represent	(i) decoding words in isolation and in context by applying common letter sound correspondences	(i) decoding words with short, long, or variant vowels, trigraphs, and blends	(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en	(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals	(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							

# Grammar and Spelling Connections

## 43. Rub-a-Dub-Dub

cvc (consonant-vowel-consonant) words

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:												
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs	(ii) decoding words with silent letters such as knife and gnat										

### Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts -writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too		(vi) correct spelling				

**alliteration**

**Strand 1**

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking</b> <del>beginning reading and writing.</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound												

**alliteration**

**Strand 4**

<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts</b> <del>genres.</del> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(B) explain visual patterns and structures in a variety of poems	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

alliteration

Strand 5

<p><b>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and <u>applies author's craft purposefully</u> in order to develop his or her own products and performances. The student is expected to:</p>												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) discuss with adult assistance how the author uses words that help the reader visualize	(D) discuss how the author uses words that help the reader visualize	(D) discuss the use of descriptive, literal, and figurative language	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes		(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	(D) analyze how the author's use of language achieves specific purposes	(D) analyze how the author's use of language informs and shapes the perception of readers	(D) evaluate how the author's use of language informs and shapes the perception of readers	(D) critique and evaluate how the author's use of language informs and shapes the perception of readers

compound words

Strand 1

<p><b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
	(iv) using knowledge of base words to decode common compound words and contractions	(iv) decoding compound words, contractions, and common abbreviations	(iii) decoding compound words, contractions, and abbreviations									
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
		(iii) spelling compound words, contractions, and common abbreviations	(iii) spelling compound words, contractions, and abbreviations									

silent k

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>beginning reading and writing</del> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs	(ii) decoding words with silent letters such as knife and gnat										
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
	(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs	(ii) spelling words with silent letters such as knife and gnat	(ii) spelling homophones	(ii) spelling homophones	(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							

commas in a series

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

-er

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
(iii) spelling high-frequency words from a research-based list	(iv) spelling high-frequency words from a research-based list	(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	(vi) spelling words using knowledge of prefixes; and	(v) spelling words using knowledge of prefixes, and								
			(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants								

long e

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>-beginning reading and writing-</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(iv) identifying syllables in spoken words	(iii) distinguishing between long and short vowel sounds in one-syllable words	(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words										
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(i) identifying and matching the common sounds that letters represent	(i) decoding words in isolation and in context by applying common letter sound correspondences	(i) decoding words with short, long, or variant vowels, trigraphs, and blends	(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en	(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals	(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							



# Grammar and Spelling Connections

## 44. Seesaw Margery Daw

proper nouns

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts -writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(iii) singular and plural nouns	(iii) singular, plural, common, and proper nouns				(iii) collective nouns							

names

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts -writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(vii) capitalization of the first letter in a sentence and name	(viii) capitalization for the beginning of sentences and the pronoun "I"	(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter	(ix) capitalization of official titles of people, holidays, and geographical names and places	(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities	(ix) capitalization of abbreviations, initials, acronyms, and organizations	(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations	(vii) correct capitalization	(v) correct capitalization	(iv) correct capitalization			

pronouns

Strand 6

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(vi) pronouns, including subjective, objective, and possessive cases	(vii) pronouns, including subjective, objective, and possessive cases			(vii) pronouns, including reflexive		(v) pronouns, including relative	(v) pronoun-antecedent agreement	(iv) pronoun-antecedent agreement	(iii) pronoun- antecedent agreement			

end in y

Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables									

contractions

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>--beginning reading and writing.</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
	(iv) using knowledge of base words to decode common compound words and contractions	(iv) decoding compound words, contractions, and common abbreviations	(iv) decoding compound words, contractions, and abbreviations									
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
		(iii) spelling compound words, contractions, and common abbreviations	(iii) spelling compound words, contractions, and abbreviations									

contractions

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <del>--writing process.</del> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

double letters

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:												
		(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word	(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV	(iv) spelling words using advanced knowledge of syllable division patterns								

aw, au

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using s style guide as appropriate:	
		(viii) coordinating conjunctions to form compound subjects and predicates	(viii) coordinating conjunctions to form compound subjects, predicates, and sentences	(viii) subordinating conjunctions to form complex sentences	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor							

# Grammar and Spelling Connections

## 45. Simple Simon

alliteration

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>beginning reading and writing</del> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound												

alliteration

### Strand 4

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts <del>genres</del> . The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(B) explain visual patterns and structures in a variety of poems	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

alliteration

Strand 5

<p><b>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and <b>applies author's craft purposefully</b> in order to develop his or her own products and performances. The student is expected to:</p>												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) discuss with adult assistance how the author uses words that help the reader visualize	(D) discuss how the author uses words that help the reader visualize	(D) discuss the use of descriptive, literal, and figurative language	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes		(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	(D) analyze how the author's use of language achieves specific purposes	(D) analyze how the author's use of language informs and shapes the perception of readers	(D) evaluate how the author's use of language informs and shapes the perception of readers	(D) critique and evaluate how the author's use of language informs and shapes the perception of readers

compound words

Strand 1

<p><b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
	(iv) using knowledge of base words to decode common compound words and contractions	(iv) decoding compound words, contractions, and common abbreviations	(iii) decoding compound words, contractions, and abbreviations									
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
		(iii) spelling compound words, contractions, and common abbreviations	(iii) spelling compound words, contractions, and abbreviations									

dialogue

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(i) complete sentences;	(i) complete sentences with subject-verb agreement	(i) complete simple and compound sentences with subject-verb agreement	(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments		(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments							
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

title (Sir)

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(vii) capitalization of the first letter in a sentence and name	(viii) capitalization for the beginning of sentences and the pronoun "I"	(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter	(ix) capitalization of official titles of people, holidays, and geographical names and places	(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities	(ix) capitalization of abbreviations, initials, acronyms, and organizations	(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations	(vii) correct capitalization	(v) correct capitalization	(iv) correct capitalization			



order of words

Strand 6

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) revise drafts by adding details in pictures or words	(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity				(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;			(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses		(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences	

compound words

Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
	(iv) using knowledge of base words to decode common compound words and contractions	(iv) decoding compound words, contractions, and common abbreviations	(iii) decoding compound words, contractions, and abbreviations									
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
		(iii) spelling compound words, contractions, and common abbreviations	(iii) spelling compound words, contractions, and abbreviations									

common/proper nouns

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts- <u>writing process</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(iii) singular and plural nouns	(iii) singular, plural, common, and proper nouns			(iii) collective nouns								

names

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts- <u>writing process</u> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:													
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:		
(vii) capitalization of the first letter in a sentence and name	(viii) capitalization for the beginning of sentences and the pronoun "I"	(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter	(ix) capitalization of official titles of people, holidays, and geographical names and places	(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities	(ix) capitalization of abbreviations, initials, acronyms, and organizations	(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations	(vii) correct capitalization	(v) correct capitalization	(iv) correct capitalization				

# Grammar and Spelling Connections

## 46. Sing a Song of Sixpence

vowel teams

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>beginning reading and writing</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables										
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
(i) spelling words with VC, CVC, and CCVC;	(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r- controlled syllables; and final stable syllables									

**alliteration**

**Strand 1**

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking</b> <del>beginning reading and writing.</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound												

**alliteration**

**Strand 4**

<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts</b> <del>genres.</del> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(B) explain visual patterns and structures in a variety of poems	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

alliteration

Strand 5

<p><b>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and <b>applies author's craft purposefully</b> in order to develop his or her own products and performances. The student is expected to:</p>												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) discuss with adult assistance how the author uses words that help the reader visualize	(D) discuss how the author uses words that help the reader visualize	(D) discuss the use of descriptive, literal, and figurative language	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes		(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	(D) analyze how the author's use of language achieves specific purposes	(D) analyze how the author's use of language informs and shapes the perception of readers	(D) evaluate how the author's use of language informs and shapes the perception of readers	(D) critique and evaluate how the author's use of language informs and shapes the perception of readers

prepositions

Strand 6

<p><b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(v) prepositions	(vi) prepositions	(vi) prepositions and prepositional phrases			(vi) prepositions and prepositional phrases and their influence on subject-verb agreement							

past/present

Strand 6

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts</b> <del>writing process</del> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(ii) verbs	(ii) past and present verb tense	(ii) past, present, and future verb tense	(ii) past tense of irregular verbs	(ii) consistent, appropriate use of verb tenses	(ii) consistent, appropriate use of verb tenses and active and passive voice							

-ing

Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking</b> <del>beginning reading and writing</del> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:												
(iii) spelling high-frequency words from a research-based list	(iv) spelling high-frequency words from a research-based list	(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	(vi) spelling words using knowledge of prefixes									

-ing

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
	(C) identify the meaning of words with the affixes -s, -ed, and -ing	(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and	(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and	(C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and	(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.	(C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo.	(C) determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and coup d'état.	(C) determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi.	(C) determine the meaning of foreign words or phrases used frequently in English such as ad nauseum, in loco parentis, laissez- faire, and caveat emptor.

number words

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(D) identify, use, and explain the meaning of homophones such as reign/rain	(D) identify, use, and explain the meaning of adages and puns							

# Grammar and Spelling Connections

## 47. There Was a Crooked Man

repetition (*Brave news*)

### Strand 4

<p><b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(B) explain visual patterns and structures in a variety of poems	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

oo

### Strand 1

<p><b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									



ough, augh

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <b>-beginning reading and writing-</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(i) identifying and matching the common sounds that letters represent	(i) decoding words in isolation and in context by applying common letter sound correspondences	(i) decoding words with short, long, or variant vowels, trigraphs, and blends	(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en	(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals	(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							

adjectives

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <b>-writing process-</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(iv) adjectives, including articles			(iv) adjectives, including their comparative and superlative forms									

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. <del>beginning reading and writing.</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllable s	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									

# Grammar and Spelling Connections

## 48. There Was an Old Woman

short/long vowels

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>-beginning reading and writing.</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(iv) identifying syllables in spoken words	(iii) distinguishing between long and short vowel sounds in one-syllable words	(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words										
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(i) identifying and matching the common sounds that letters represent	(i) decoding words in isolation and in context by applying common letter sound correspondences	(i) decoding words with short, long, or variant vowels, trigraphs, and blends	(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en	(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals	(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							

adverbs

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <del>-writing process.</del> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
	(v) adverbs that convey time;	(v) adverbs that convey time and adverbs that convey place;	(v) adverbs that convey time and adverbs that convey manner;	(v) adverbs that convey frequency and adverbs that convey degree;	(v) conjunctive adverbs;	(iii) conjunctive adverbs;						

double consonants

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>-beginning reading and writing-</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
			(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants									
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
		(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word	(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV	(iv) spelling words using advanced knowledge of syllable division patterns								
			(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants								

pronouns

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts- <b>writing process</b> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(vi) pronouns, including subjective, objective, and possessive cases	(vii) pronouns, including subjective, objective, and possessive cases			(vii) pronouns, including reflexive		(v) pronouns, including relative	(v) pronoun-antecedent agreement	(iv) pronoun-antecedent agreement	(iii) pronoun- antecedent agreement			

adjectives

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts- <b>writing process</b> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(iv) adjectives, including articles	(iv) adjectives, including their comparative and superlative forms											

irregular nouns/plural *(Irregular nouns are not specified. See irregular plurals below)*

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts- <b>writing process</b> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(iii) singular and plural nouns	(iii) singular, plural, common, and proper nouns				(iii) collective nouns							

irregular plurals

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>-beginning reading and writing.</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:													
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:										
(i) identifying and matching the common sounds that letters represent	(i) decoding words in isolation and in context by applying common letter sound correspondences	(i) decoding words with short, long, or variant vowels, trigraphs, and blends	(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en	(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals	(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician								

digraphs sh, wh

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>-beginning reading and writing.</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:												
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs	(ii) decoding words with silent letters such as knife and gnat										

# Grammar and Spelling Connections

## 49. To Market, to Market

cvc (consonant-vowel-consonant)

### Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:												
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs	(ii) decoding words with silent letters such as knife and gnat										

### Strand 6

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too			(vi) correct spelling			

words

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>-beginning reading and writing-</del> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(iii) identifying the individual words in a spoken sentence												

blends

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>-beginning reading and writing-</del> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs	(ii) decoding words with silent letters such as knife and gnat										
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
	(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs	(ii) spelling words with silent letters such as knife and gnat	(ii) spelling homophones	(ii) spelling homophones	(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							



short vowels

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <b>-beginning reading and writing-</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(iv) identifying syllables in spoken words	(iii) distinguishing between long and short vowel sounds in one-syllable words	(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words										
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(i) identifying and matching the common sounds that letters represent	(i) decoding words in isolation and in context by applying common letter sound correspondences	(i) decoding words with short, long, or variant vowels, trigraphs, and blends	(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en	(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals	(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							

repetition

Strand 4

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts <b>-genres-</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(B) explain visual patterns and structures in a variety of poems	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

ar

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>beginning reading and writing</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									

# Grammar and Spelling Connections

## 50. Tom, Tom, the Piper’s Son

possessives

### Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

prepositional phrases

### Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(v) prepositions	(vi) prepositions	(vi) prepositions and prepositional phrases			(vi) prepositions and prepositional phrases and their influence on subject-verb agreement							

names in capital letters

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts -writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(vii) capitalization of the first letter in a sentence and name	(viii) capitalization for the beginning of sentences and the pronoun "I"	(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter	(ix) capitalization of official titles of people, holidays, and geographical names and places	(ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities	(ix) capitalization of abbreviations, initials, acronyms, and organizations	(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations	(vii) correct capitalization	(v) correct capitalization	(iv) correct capitalization			

st blends

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs	(ii) decoding words with silent letters such as knife and gnat										
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
	(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs	(ii) spelling words with silent letters such as knife and gnat	(ii) spelling homophones	(ii) spelling homophones	(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							

long vowels

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>beginning reading and writing</u> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:												
(i) identifying and matching the common sounds that letters represent	(i) decoding words in isolation and in context by applying common letter sound correspondences	(i) decoding words with short, long, or variant vowels, trigraphs, and blends	(i) decoding multisyllabic words with multiple sound-spelling patterns such as igh, ough, and en	(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals	(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							

# Grammar and Spelling Connections

## 51. Tweedle-Dum and Tweedle-Dee

similes

### Strand 4

<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts <u>genres</u>.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(B) explain visual patterns and structures in a variety of poems	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

blends

### Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <u>beginning reading and writing</u>.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs	(ii) decoding words with silent letters such as knife and gnat										
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
	(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs	(ii) spelling words with silent letters such as knife and gnat	(ii) spelling homophones	(ii) spelling homophones	(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>beginning reading and writing</del> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									

double consonants

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>beginning reading and writing</del> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) demonstrate and apply spelling knowledge by:												
		(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word	(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV	(iv) spelling words using advanced knowledge of syllable division patterns								

adjectives

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts- <b>writing process</b> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(iv) adjectives, including articles	(iv) adjectives, including their comparative and superlative forms											

plural nouns

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts- <b>writing process</b> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(iii) singular and plural nouns	(iii) singular, plural, common, and proper nouns			(iii) collective nouns								



# Grammar and Spelling Connections

## 52. Twinkle, Twinkle, Little Star

similes

### Strand 4

<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts - genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(B) explain visual patterns and structures in a variety of poems	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

prepositions

### Strand 6

<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts - writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(v) prepositions	(vi) prepositions	(vi) prepositions and prepositional phrases			(vi) prepositions and prepositional phrases and their influence on subject-verb agreement							

commands (*imperative sentences are not specified with declarative, exclamatory and interrogative sentences*)

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts <del>and writing process.</del> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(i) complete sentences;	(i) complete sentences with subject-verb agreement	(i) complete simple and compound sentences with subject-verb agreement	(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments								
(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		

tw blend

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>and beginning reading and writing.</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs	(ii) decoding words with silent letters such as knife and gnat										

tw blend (continued)

(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
	(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs	(ii) spelling words with silent letters such as knife and gnat	(ii) spelling homophones	(ii) spelling homophones	(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician							

le

Strand 1

<p><b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <del>beginning reading and writing</del></b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>													
<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Eng. I</b>	<b>Eng. II</b>	<b>Eng. III</b>	<b>Eng. IV</b>	
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:										
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables										

er, ar

Strand 1

<b>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking</b> <del>beginning reading and writing</del> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:													
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:										
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables										

personification

Strand 4

<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts</b> <del>genres</del> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(B) explain visual patterns and structures in a variety of poems	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

personification

Strand 5

Author's purpose and craft: listening, speaking, reading, writing, and <del>thinking</del> using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and <u>applies author's craft purposefully</u> in order to develop his or her own products and performances. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) discuss with adult assistance how the author uses words that help the reader visualize	(D) discuss how the author uses words that help the reader visualize	(D) discuss the use of descriptive, literal, and figurative language	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes		(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	(D) analyze how the author's use of language achieves specific purposes	(D) analyze how the author's use of language informs and shapes the perception of readers	(D) evaluate how the author's use of language informs and shapes the perception of readers	(D) critique and evaluate how the author's use of language informs and shapes the perception of readers

# Grammar and Spelling Connections

## 53. Wee Willie Winkie

alliteration

### Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(A) demonstrate phonological awareness by:												
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound												

alliteration

### Strand 4

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(B) explain visual patterns and structures in a variety of poems	(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	(B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry	(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms	(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures

alliteration

Strand 5

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) discuss with adult assistance how the author uses words that help the reader visualize	(D) discuss how the author uses words that help the reader visualize	(D) discuss the use of descriptive, literal, and figurative language	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes		(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	(D) analyze how the author's use of language achieves specific purposes	(D) analyze how the author's use of language informs and shapes the perception of readers	(D) evaluate how the author's use of language informs and shapes the perception of readers	(D) critique and evaluate how the author's use of language informs and shapes the perception of readers

compound words

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
	(iv) using knowledge of base words to decode common compound words and contractions	(iv) decoding compound words, contractions, and common abbreviations	(iii) decoding compound words, contractions, and abbreviations									
(C) demonstrate and apply spelling knowledge by:			(B) demonstrate and apply spelling knowledge by:									
		(iii) spelling compound words, contractions, and common abbreviations	(iii) spelling compound words, contractions, and abbreviations									

ck

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking- <u>beginning reading and writing.</u> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:												
(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs	(ii) decoding words with silent letters such as knife and gnat										

ow

Strand 1

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking- <u>beginning reading and writing.</u> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(iii) recognizing that new words are created when letters are changed, added, or deleted such as it- pit - tip - tap	(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllable s	(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables									



“their”

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:													
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate		
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV	
(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too		(vi) correct spelling					

dialogue

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate	
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(i) complete sentences;	(i) complete sentences with subject-verb agreement	(i) complete simple and compound sentences with subject-verb agreement	(i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments		(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments							

(viii) punctuation marks at the end of declarative sentences	(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences	(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates	(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	(x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	(x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements	(viii) punctuation, including commas to set off words, phrases, and clauses and semicolons	(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses	(v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate		
--	--	--	---	--	---	---	--	---	---	--	--	--

**opposites**

**Strand 1**

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <b>-vocabulary-</b> The student uses newly acquired vocabulary expressively. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	(D) identify, use, and explain the meaning of homophones such as reign/rain	(D) identify, use, and explain the meaning of adages and puns							

**irregular plurals**

**Strand 1**

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking <b>-beginning reading and writing-</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(B) demonstrate and apply phonetic knowledge by:			(A) demonstrate and apply phonetic knowledge by:									
(i) identifying and matching the common sounds that letters represent	(i) decoding words in isolation and in context by applying common letter sound correspondences	(i) decoding words with short, long, or variant vowels, trigraphs, and blends	(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en	(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals	(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and /k/ to /sh/ such as music and musician							

prepositions

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
(v) prepositions	(vi) prepositions	(vi) prepositions and prepositional phrases			(vi) prepositions and prepositional phrases and their influence on subject-verb agreement							

fanboys (coordinating conjunctions: *for, and, nor, but, or, yet, so*)

Strand 6

Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:												
K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
(D) edit drafts with adult assistance using standard English conventions, including:	(D) edit drafts using standard English conventions, including:										(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate:	
		(viii) coordinating conjunctions to form compound subjects and predicates	(viii) coordinating conjunctions to form compound subjects, predicates, and sentences	(viii) subordinating conjunctions to form complex sentences	(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as <i>either/or</i> and <i>neither/nor</i>							