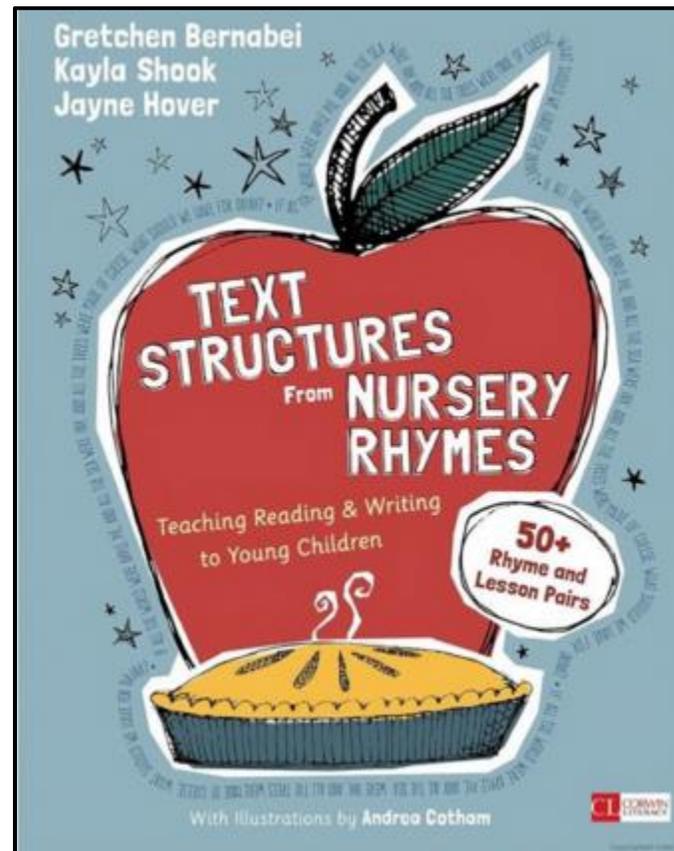


TEKS Alignment

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

| | | | | | | | | | | | | | |
|--|----------|---|----------|----------|----------|----------|----------|----------|---|--|---|----------------|--|
| 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: | | | | | | | | | | | | | |
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Eng. I | Eng. II | Eng. III | Eng. IV | |
| (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

| 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 | | | | | | | |

ar, or, ir, ur

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 | | | | | | | | | |

ea sounds

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 | | | | | | | | | |

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 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 | | | | | | | |

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>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:</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>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:</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

| 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: | | | | | | | | | | | | |
| (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

| 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

4. Betty Pringle

y to i

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: | | | (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 | | | | | | | | | |

-ig (pig, big)

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: | | | | | | | | | | | | |
| (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

| | | | | | | | | | | | | |
|--|---|--|----------|----------|----------|--|---|-----------------------|---------------|----------------|---|----------------|
| 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 |
| (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 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 | | |

ea, e, ee, y

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 | | | | | | | | | |

plural vs. 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 |
| (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

| 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 |

y to i

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: | | | (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, scribe/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

| 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

| | | | | | | | | | | | | |
|---|---|--|----------|----------|----------|--|---|-----------------------|---------------|----------------|---|----------------|
| 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 | | | | (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

| | | | | | | | | | | | | |
|---|--|----------|----------|----------|------------------------|----------|----------|----------|---------------|----------------|--|----------------|
| 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 |
| (iii) singular and plural nouns | (iii) singular, plural, common, and proper nouns | | | | (iii) collective nouns | | | | | | | |

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 | | | | | | | | | | | | |

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 |

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 |

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

| 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--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: | | | (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 |
| (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 | | | | | | | |

oo, o, oe (ew sounds)

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 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 -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 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

| 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 | | | | | | | | |

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. |

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 -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 | | | | | | | | | |

y to i

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: | | | | | | | | | |
| | | | (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 apostrophes in possessives, 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

| <p>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:</p> | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|--------|---------|----------|---------|
| (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

| <p>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:</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, and dramatic structure in poetry across literary time periods and cultures |

Strand 5

| <p>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 <u>applies author's craft purposefully in</u> 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) describe 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) 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>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:</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>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:</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, 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 |

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: | | | | | | | | | | | | |
|---|--|--|---|---|---|---|---|---|--------|---------|----------|---------|
| (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

| 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 | | | |

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

| 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 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

| 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 | | | | | | | | | |

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

| 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 |
| (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound | | | | | | | | | | | | |

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 |

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 <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 <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: | | | | | | | | | |
| (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 <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 | | | | |

Grammar and Spelling Connections

14. Higglety Pigglety

short 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 |
| (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 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 antonyms, synonyms, such as reign/rain | (D) identify, use, and explain the meaning of homophones and puns | | | | | | | |

exclamation/announcement

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 | | |

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 | | | | | | | | | |

| 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 |
| (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.*)

| 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 | | | | | | | | | | |

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 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: | | | | | | | | | |
| | | (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 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 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 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 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 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 | |

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 -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: | | | | | | | | | | | | |
| (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 -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 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 | | | | | | | | | |

-id word family

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 | |
| (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 | | | | |

se vs. s / cheese vs. trees

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 | | | | | | | | |

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

| 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: | | | | | | | | | |
| | (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

| 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 | | | | | | | |

out

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: | | | | | | | | | | | | |
| (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 -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 | | | | | | | | | |

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 -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 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 -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 | | | | | | | |

ai, 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: | | | | | | | | | | | | |
| (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 - 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 | | | | | | | | | |

y to i

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: | | | (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. 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 | | | | | | | | | | |

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

| 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 | | | | | | | |

short 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 |
| (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

| 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 | | | | | | | | | | |

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 | | | | | | | | | |

compound 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: | | | | | | | | | | | | |
|---|---|---|--|---|---|---|---|---|--------|---------|----------|---------|
| (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

| 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 |
| (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 -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 | | |

1e

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; 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 | | | | | | | | | |

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 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 | | | | | | | |

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: | | | | | | | | | | | | |
|--|--|---|---|---|------------------------|---|---|---|--------|---------|--|---------|
| (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 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: | | | (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 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: | | | | | | | | | | | | |
| (i) identifying and producing a series of 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 | | | | | | | | | | |

short a

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 | | | | | | | | | | |

long o

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 | | | | | | | | | | |

double consonant + -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 |
| (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 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 | (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 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 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 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 | (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 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 | | | | | | | | | |

or

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 | | | | | | | | | |

digraphs

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 | | | | | | | | | |
| (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

| 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 | (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

| 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 | | | |

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 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: | | | | | | | | | | | | |
| | | (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 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- 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 |

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 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 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 | | | | | | | | | | |
| (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

| 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 | | | | (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 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 | | | | | | | | |

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

| <p>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:</p> | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|--------|---------|----------|---------|
| 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

| <p>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:</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

| 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: | | | | | | | | | | | | |
| | | (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 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 | | | | | | | | |

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 |

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>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:</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>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:</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 -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 | | | | | | | | |

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

| 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 | | | | | | | | | |

ow

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 | | | | | | | | | | |

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 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 |

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 | | | | | | | | |

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 | | | | | | | | | |

ou, ow

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 | | | | | | | | | | |

Grammar and Spelling Connections

35. Old Mother Hubbard

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 | | | | | | | | |

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

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 | | | | | | | | | | |

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

Strand 4

| <p>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:</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 |

long vowels

Strand 1

| <p>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:</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: | | | | | | | | | | | | |
| (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 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 |
| (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

| | | | | | | | | | | | | |
|---|---|--|----------|----------|----------|--|----------|---|-----------------------|---|-----------------|----------------|
| 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 |
| (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

| 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 | | | |

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 | | | | | | | | | | |

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 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 | | | | | | | | | | |

irregular 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 | | |

Strand 6

| <p>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:</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>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:</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 | |
| 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 | | | | |

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 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: | | | | | | | | | | | | |
| | | | (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 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 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 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 | | | | | | | | |

Grammar and Spelling Connections

40. Pussycat, Pussycat

word order

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 | |

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 | | | | | | | |

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 | | | | | | | |

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 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 | | | | | | | |

commands (*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: | | | | | | | | | | | |
| (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 | | |
|--|--|--|---|--|---|---|--|---|---|--|--|--|

personification

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 |

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 | | | | | | | | |

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 | | | | | | | | |

write own name

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 | | | | |

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

| 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 | | | | (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

| 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 | | | | (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 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; 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 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 | | | | | | | | |

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 |
| (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

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

| 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

| <p>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 <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>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:</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 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 | | | | | | | |

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 -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: | | | | | | | | | |
| (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

| 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: | |
| (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

| 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 | | | | | | | | | |

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: | | | (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 --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 | | |

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 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

| <p>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:</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>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:</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

| <p>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:</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 | |

compound words

Strand 1

| <p>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:</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 | | | | | | | | | |

common/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 | | | |

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

| 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

| <p>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:</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>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:</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

| 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 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

| 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 | (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

| 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 |

oo

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 | | | | | | | | | |

ough, augh

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: | | | | | | | | | |
| (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 -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 | | | | | | | | | |

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 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 -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: | | | | | | | | | |
| (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 -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) 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 -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: | | | | | | | | | |
| | | | (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- 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: | |
| (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- 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 | | | | | | | | | | | |

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

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 | | | | | | | |

irregular plurals

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: | | | | | | | | | | |
| (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 | | | | | | | | |

digraphs sh, wh

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

49. To Market, to Market

cvc (consonant-vowel-consonant)

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: | | | | | | | | | | | | |
|--|---|--|--|---|---|---|---|---|-----------------------|---------|---|---------|
| (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 <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: | | | | | | | | | | | | |
| (iii) identifying the individual words in a spoken sentence | | | | | | | | | | | | |

blends

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: | | | | | | | | | |
| (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 -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: | | | | | | | | | |
| (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 | | | | | | | |

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 |

ar

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

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

| 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 |

blends

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: | | | | | | | | | |
| (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 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 | | | | | | | | | |

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 | | | | | | | | |

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 | | | | | | | | | | | |

plural 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 | | | | | | | | |

Grammar and Spelling Connections

52. Twinkle, Twinkle, Little Star

similes

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 |

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 | | | | | | | |

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

Strand 6

| Composition: listening, speaking, reading, writing, and thinking using multiple texts and 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 | | |

tw blend

Strand 1

| Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking and 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 | | | | | | | | | | |

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>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:</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 | | | | | | | | | | |

er, ar

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 | | | | | | | | | |

personification

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 |

personification

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 <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--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 | | | | | | | |

irregular plurals

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: | | | | | | | | | |
| (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> | | | | | | | |