

Oral Language

110.5 (b) (1)

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion.

110.5 (b) (1) (A)

Listen actively, ask relevant questions to clarify information, and make pertinent comments.

110.5 (b) (1) (D)

Work collaboratively with others by following agreed-upon rules, norms, and protocols.

Beginning Reading & Writing

110.5 (b) (2)

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.

110.5 (b) (2) (A)

Demonstrate and apply phonetic knowledge by:

110.5 (b) (2) (A) (i)

Decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

110.5 (b) (2) (A) (ii)

Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

110.5 (b) (2) (A) (iii)

Decoding compound words, contractions, and abbreviations.

Beginning Reading & Writing

110.5 (b) (2) (A) (iv)

Decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.

110.5 (b) (2) (A) (v)

Decoding words using knowledge of prefixes.

110.5 (b) (2) (A) (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.

110.5 (b) (2) (A) (vii)

Identifying and reading high-frequency words from a research-based list.

110.5 (b) (2) (B)

Demonstrate and apply spelling knowledge by:

110.5 (b) (2) (B) (i)

Spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

110.5 (b) (2) (B) (iii)

Spelling compound words, contractions, and abbreviations.

110.5 (b) (2) (B) (iv)

Spelling multisyllabic words with multiple sound-spelling patterns.

110.5 (b) (2) (B) (v)

Spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

110.5 (b) (2) (B) (vi)

Spelling words using knowledge of prefixes.

110.5 (b) (2) (B) (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.

Vocabulary

110.5 (b) (3)

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively.

110.5 (b) (3) (A)

Use print or digital resources to determine meaning, syllabication, and pronunciation.

110.5 (b) (3) (B)

Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

110.5 (b) (3) (C)

Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Fluency

110.5 (b) (4)

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Writing Process

110.5 (b) (11)

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.

Writing Process

110.5 (b) (11) (D)

Edit drafts using standard English conventions, including:

110.5 (b) (11) (D) (i)

Complete simple and compound sentences with subject-verb agreement.

110.5 (b) (11) (D) (ix)

Capitalization of official titles of people, holidays, and geographical names and places.

110.5 (b) (11) (D) (x)

Punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

110.5 (b) (11) (D) (xi)

Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

Oral Language

110.6 (b) (1)

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion.

110.6 (b) (1) (A)

Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Beginning Reading & Writing

110.6 (b) (2)

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.

110.6 (b) (2) (A)

Demonstrate and apply phonetic knowledge by:

110.6 (b) (2) (A) (i)

Decoding words with specific orthographic patterns and rules, including regular and irregular plurals.

110.6 (b) (2) (A) (ii)

Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

110.6 (b) (2) (A) (iii)

Decoding words using advanced knowledge of syllable division patterns such as VV.

110.6 (b) (2) (A) (iv)

Decoding words using knowledge of prefixes.

Beginning Reading & Writing

110.6 (b) (2) (A) (v)

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.

110.6 (b) (2) (A) (vi)

Identifying and reading high-frequency words from a research-based list.

110.6 (b) (2) (B)

Demonstrate and apply spelling knowledge by:

110.6 (b) (2) (B) (i)

spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

110.6 (b) (2) (B) (ii)

Spelling homophones.

110.6 (b) (2) (B) (iii)

Spelling multisyllabic words with multiple sound-spelling patterns.

110.6 (b) (2) (B) (iv)

Spelling words using advanced knowledge of syllable division patterns.

110.6 (b) (2) (B) (v)

Spelling words using knowledge of prefixes.

110.6 (b) (2) (B) (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.

Vocabulary

110.6 (b) (3)

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively.

110.6 (b) (3) (A)

Use print or digital resources to determine meaning, syllabication, and pronunciation.

110.6 (b) (3) (B)

Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

110.6 (b) (3) (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.

Fluency

110.6 (b) (4)

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Writing Process

110.6 (b) (11)

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.

Writing Process

110.6 (b) (11) (D)

Edit drafts using standard English conventions, including:

110.6 (b) (11) (D) (i)

Complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

110.6 (b) (11) (D) (ix)

Capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.

110.6 (b) (11) (D) (x)

Punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.

110.6 (b) (11) (D) (xi)

Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

Oral Language

110.7 (b) (1)

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion.

110.7 (b) (1) (A)

Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments.

Beginning Reading & Writing

110.7 (b) (2)

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.

110.7 (b) (2) (A)

Demonstrate and apply phonetic knowledge by:

110.7 (b) (2) (A) (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.

110.7 (b) (2) (A) (ii)

Decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

110.7 (b) (2) (A) (iii)

Decoding words using advanced knowledge of syllable division patterns.

Beginning Reading & Writing

110.7 (b) (2) (A) (iv)

Decoding words using advanced knowledge of the influence of prefixes and suffixes on base words.

110.7 (b) (2) (A) (v)

Identifying and reading high-frequency words from a research-based list.

110.7 (b) (2) (B)

Demonstrate and apply spelling knowledge by:

110.7 (b) (2) (B) (i)

Spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

110.7 (b) (2) (B) (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.

110.7 (b) (2) (B) (iii)

Spelling multisyllabic words with multiple sound-spelling patterns.

110.7 (b) (2) (B) (iv)

Spelling words using advanced knowledge of syllable division patterns.

110.7 (b) (2) (B) (v)

Spelling words using knowledge of prefixes.

110.7 (b) (2) (B) (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.

Vocabulary

110.7 (b) (3)

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively.

110.7 (b) (3) (A)

Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.

110.7 (b) (3) (B)

Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

110.7 (b) (3) (C)

Identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo.

Fluency

110.7 (b)(4)

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Writing Process

110.7 (b) (11)

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.

Writing Process

110.7 (b) (11) (D)

Edit drafts using standard English conventions, including:

110.7 (b) (11) (D) (i)

Complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

110.7 (b) (11) (D) (ix)

Capitalization of abbreviations, initials, acronyms, and organizations.

110.7 (b) (11) (D) (x)

Italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences.

110.7 (b) (11) (D) (xi)

Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

Oral Language

110.22 (b) (1)

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion.

110.23 (b) (1) (A)

Listen actively to interpret a message, ask clarifying questions, and respond appropriately.

Vocabulary

110.22 (b) (2)

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively.

110.22 (b) (2) (A)

Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.

110.22 (b) (2) (B)

Use context such as definition, analogy, and examples to clarify the meaning of words.

110.22 (b) (2) (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.

Fluency

110.22 (b) (3)

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.

Writing Process

110.22 (b) (10)

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.

110.22 (b) (10) (D)

Edit drafts using standard English conventions.

110.22 (b) (10) (D) (vii)

Capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations.

110.22 (b) (10) (D) (viii)

Punctuation marks, including commas in complex sentences, transitions, and introductory elements.

110.22 (b) (10) (D) (ix)

Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.

Oral Language

110.23 (b) (1)

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion.

110.23 (b) (1) (A)

Listen actively to interpret a message and ask clarifying questions that build on others' ideas.

Vocabulary

110.23 (b) (2)

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary.

110.23 (b) (2) (A)

Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.

110.23 (b) (2) (B)

Use context such as contrast or cause and effect to clarify the meaning of words.

110.23 (b) (2) (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.

Fluency

110.23 (b) (3)

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.

Writing Process

110.23 (b) (10)

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:

110.23 (b) (10) (D)

Edit drafts using standard English conventions.

110.23 (b) (10) (D) (vii)

Correct capitalization.

110.23 (b) (10) (D) (viii)

Punctuation, including commas to set off words, phrases, and clauses, and semicolons.

110.23 (b) (10) (D) (ix)

Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.

Vocabulary

110.24 (b) (2)

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively.

110.24 (b) (2) (A)

Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;

110.24 (b) (2) (B)

Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.

110.24 (b) (2) (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.

Fluency

110.24 (b) (2) (3)

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.

Writing Process

110.24 (10)

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.

110.24 (10) (D)

Edit drafts using standard English conventions.

110.24 (10) (D) (iv)

Pronoun-antecedent agreement.

110.24 (10) (D) (v)

Correct capitalization.

110.24 (10) (D) (vi)

Punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses.

110.24 (10) (D) (vii)

Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.