Cuenca International School (CIS)
ELA Standards Summary

The standards describe a connected body of linguistic understandings and competencies and are a comprehensive foundation that all students should learn. They describe the knowledge and skills that students should acquire from Pre-Kindergarten through high school.

**Standard E1a: READING: Word Recognition, Fluency, and Vocabulary Development**
Word Recognition involves the understanding of the basic features of words: word parts, patterns, relationships, and origins. Students use phonics, context clues, and a growing knowledge of English and other languages to determine the meaning of words and become fluent readers.

**Standard E1b: READING: Comprehension**
Comprehension involves understanding grade-level-appropriate material. Students develop strategies such as asking questions; making predictions; and identifying and analyzing structure, organization, perspective, and purpose. After Grade 5, the focus is on informational texts.

**Standard E1c: READING: Literary Response and Analysis**
Response to grade-level-appropriate literature includes identifying story elements such as character, theme, plot, and setting, and making connections and comparisons across texts. Literary response enhances students' understanding of history, culture, and the social sciences.

**Standard E2a: WRITING: Process**
The writing process includes prewriting, drafting, editing, and revising. Students progress through these stages to write clear, coherent, and focused paragraphs and essays.

**Standard E2b: WRITING: Applications**
Through the exploration of different types of writing and the characteristics of each, students become proficient at narrative (stories), expository (informational), descriptive (sensory), persuasive (emotional appeal), argumentative (logical defense), and technical writing. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

**Standard E2c: WRITING: English Language Conventions**
Conventions include the grade-level-appropriate mechanics of writing, such as penmanship, spelling, grammar, capitalization, punctuation, sentence structure, and manuscript form.

**Standard E3a: LISTENING AND SPEAKING: Skills, Strategies, and Applications Standard E3b: Speaking Applications**
Response to oral communication includes careful listening and evaluation of content. Speaking skills, such as phrasing, pitch, and tone are developed in conjunction with such strategies as narration, exposition, description, and persuasion and are applied to students' delivery of oral presentations.
Understanding the CIS ELA Standards
Document’s Structure

Essential Terminology

• **Strands:**
  Broad headings that organize content learning standards.

• **Standards:**
  Statements of what students should know and be able to do in a specific discipline and grade level. The standards provide a clear outline of content and skills so that programs can develop and align curriculum, instruction, and assessments.

• **Components:**
  Statements that describe specific knowledge or skill needed to develop and achieve in order to meet the broadly stated standard. They serve as progress indicators for gauging students’ achievement of each standard. They form the basis for measuring student achievement over time. The topics that organize the components are in bold font.

Reading the Strand, Standard, and Component Numbering System

The system for organizing strands, standards and components allows teachers and others to refer to specific items when they are connecting them to their curriculum, or instruction, or to assessments. For example:

3E1b.1: Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.

| “3” | The first numeral “3” stands for the grade-level addressed (The letter ‘K’ is used for kindergarten). |
| “E” | The uppercase letter “E” stands for the Content Area: English Language Arts |
| “1” | The numeral following the Content Area “1” stands for the Strand, in this case Reading (2 is Writing and 3 is Listening & Speaking) |
| “b” | The lower case “b” stands for the Standard, in this case: Standard 3E1b: Comprehension and Analysis of Nonfiction and Informational Text |
| “1” | The numeral after the dot “1” stands for the component, in this example: “Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.” |
During the Kindergarten year, children experience the enjoyment of reading. They retell familiar stories and talk about stories that someone reads to them. They learn about the alphabet, words and sounds, and how to apply what they have learned by matching words to beginning and ending sounds, blending sounds into words, rhyming words, and reading simple sentences. They listen and respond to age-appropriate classic and contemporary literature, Mother Goose nursery rhymes, alphabet books, and even beginner’s dictionaries. They discuss ideas and tell stories for someone to write down, and they begin to write and draw pictures for other readers. They begin to learn the rules of Standard English and more about communicating with others.

Strand: KE1: Reading

Standard: KE1a: Word Recognition, Fluency, and Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Component: Concepts about Print

KE1a.1: Identify the front cover, back cover, and title page of a book.

KE1a.2: Follow words from left to right and from top to bottom on the printed page.

KE1a.3: Understand that printed materials provide information.

KE1a.4: Recognize that sentences in print are made up of separate words.

KE1a.5: Distinguish letters from words.

KE1a.6: Recognize and name all capital and lowercase letters of the alphabet.

Component: Phonemic Awareness

KE1a.7: Listen to two or three phonemes when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and in what order they occurred. (When letters have a slanted line before and after them, such as /f/, /sh/, /b/, this represents the sound the letter makes, not the name of the letter.)

Example: Listen to the sounds /l/, /m/, /s/, or /l/, /n/, /v/. Tell how many sounds were heard and whether any sounds were the same.

KE1a.8: Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.

Example: Listen to the word “bat” and tell what word is left when you take the /b/ sound away. Tell what word is left when you take the /br/ sound away from the spoken word “brother.”

KE1a.9: Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.

Example: Listen to the sounds /b/, /e/, /d/ and tell what word is made.

KE1a.10: Say rhyming words in response to an oral prompt.

Example: Say a word that rhymes with “cat.”

KE1a.11: Listen to one-syllable words and tell the beginning or ending sounds.

Example: Tell what sound you hear at the beginning of the word “girl.”
**KE1a.12:** Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.

**KE1a.13:** Count the number of syllables in words.

**Component:** *Decoding and Word Recognition*

**KE1a.14:** Match all consonant sounds in simple words (such as mad, red, pin, top, sun) to appropriate letters.

**KE1a.15:** Read one-syllable and high-frequency words (often-heard) by sight.

**KE1a.16:** Use self-correcting strategies when reading simple sentences.

**KE1a.17:** Read their own name.

**KE1a.18:** Understand the alphabetic principle, which means that as letters in a word change, so do the sounds.

**KE1a.19:** Learn and apply knowledge of alphabetic order (first letter) when using a classroom or school library/media center.

**Component:** *Accuracy and Fluency*

**KE1a.20:** Read aloud guided reading level C books that they have not seen before, but that have been previewed for them, attending to each word in sequence and getting most of them correct.

**KE1a.21:** Read “emergently”—that is, “reread” a favorite story, recreating the words of the text with fluent intonation and phrasing.

**Component:** *Vocabulary and Concept Development*

**KE1a.22:** Identify and sort common words in basic categories.

*Example: Tell whether the words “blue,” “yellow,” and “red” are colors, shapes, or foods. Tell the names of some favorite colors.*

**KE1a.23:** Identify common signs and symbols.

*Example: Identify the meanings of common signs and symbols such as stop signs or store signs from the colors, shapes, logos, and letters on these signs or symbols.*

**KE1a.24:** Listen to stories read aloud and use the vocabulary in those stories in oral language.

**Standard:** KE1b: **Comprehension and Analysis of Nonfiction and Informational Text**

*Students identify the basic facts and ideas in what they have read, heard, or seen. In Kindergarten, students will listen to and begin to read grade-level-appropriate nonfiction such as alphabet books, picture books on science, social studies, mathematics and other subjects, and beginners’ dictionaries.*

**Component:** *Structural Features of Informational and Technical Materials*

**KE1b.1:** Locate the title and the name of the author of a book.
Component: **Analysis of Grade-Level-Appropriate Nonfiction and Informational Text**

**KE1b.2:** Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.

*Example: Tell “how” and “where” bees gather pollen after listening to a book about bees such as *The Honeymakers* by Gail Gibbons.*

**KE1b.3:** Generate and respond to questions (who, what, where).

**KE1b.4:** Identify types of everyday print materials.

*Example: Walk around the school and identify the signs in the school, such as EXIT, Principal’s Office, and Restrooms. Tell the difference between a storybook and a beginners’ dictionary.*

**KE1b.5:** Identify the order (first, last) of information.

*Example: Listen to and look at the information in a book such as *Going on a Whale Watch* by Bruce McMillian. Then draw pictures representing the main events of a whale watching trip in the order in which they occurred.*

**Standard: KE1c: Comprehension and Analysis of Literary Text**

*Students listen and respond to stories based on well-known characters, themes, plots (what happens in a story), and settings (where a story takes place). In Kindergarten, students will listen and respond to grade-level-appropriate fiction, such as classic and contemporary stories, *Mother Goose* nursery rhymes and other poems, songs, folktales, and plays.*

Component: **Analysis of Grade-Level-Appropriate Literary Text**

**KE1c.1:** Distinguish fantasy from reality.

*Example: Listen to books such as *The Day Jimmy’s Boa Ate the Wash*, Trinka Hakes Noble’s story about a class field trip to a farm, and *Farming*, Gail Gibbons’ nonfiction book about farming. Tell how these two books are different.*

**KE1c.2:** Retell (beginning, middle, end) familiar stories.

*Example: Retell the story of a folktale, such as the version of *The Three Little Pigs* by Steven Kellogg.*

**KE1c.3:** Identify characters, settings, and important events in a story.

*Example: Identify the main characters in a story, such as *Noisy Nora* by Rosemary Wells. Describe the setting in a familiar story, such as *Goodnight Moon* by Margaret Wise Brown. Retell the important events in a story, such as the folktale *Jack and the Beanstalk.*

**KE1c.4:** Identify favorite books and stories.

**KE1c.5:** Understand what is heard or seen by responding to questions (including who, what, and where).
**Strand:** KE2: Writing

**Standard:** KE2a: Processes and Features
*Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.*

**Component:** KE2a.1: Discussion ideas to include in a story.

KE2a.2: Tell a story that the teacher or some other person will write.

KE2a.3: Write using pictures, letters, and words.

KE2a.4: Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle).
*Example: Write correctly simple words (such as “man,” “cat,” and “run,”) and spell other words as they sound (for example; “whale” as “wal,” “jumps” as “jmps,” and “bigger” as “bgr.”) showing an understanding of what letters represent certain sounds.*

KE2a.5: Write by moving from left to right and from top to bottom.

**Component:** KE2a.6: Research Process and Technology
Ask “how” and “why” questions about a topic of interest.

KE2a.7: Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology).

KE2a.8: Organize and classify information into categories of how and why or by color or size.

**Standard:** KE2b: Applications (Different Types of Writing and Their Characteristics)
*In Kindergarten, students begin to write and draw pictures for specific purposes and for a specific audience (intended reader).*

**Component:** KE2b.1: Writing Application
Draw pictures and write words for a specific reason.
*Example: Draw a picture or write to a friend or a family member to tell about something new at school.*

KE2b.2: Draw pictures and write for specific people or persons.
*Example: Write or dictate an invitation to a parent to attend a classroom event.*

**Standard:** KE2c: English Language Conventions
*Students begin to learn and the written conventions of Standard English.*

**Component:** KE2c.1: Handwriting
Print capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.
Component:  
**Spelling**  
KE2c.2: Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.  
*Example: Spell correctly common words, such as cat, or spell by how the word sounds, such as “kat”.  

Strand:  
**KE3: Listening and Speaking**  
Standard:  
KE3a: **Skills and Strategies**  
Students listen and respond to oral communication. They speak in clear and coherent sentences.  

Component:  
**Comprehension**  
KE3a.1: Understand and follow one- and two-step spoken directions.  

Component:  
**Oral Communication**  
KE3a.2: Share information and ideas, speaking in complete, coherent sentences.  

Standard:  
**KE3b: Applications**  
Students deliver brief oral presentations about familiar experiences or interests.  

Component:  
**Speaking Applications**  
KE3b.1: Describe people, places, things (*including their size, color, and shape*), locations, and actions.  
KE3b.2: Recite short poems, rhymes, and songs.  
KE3b.3: Tell an experience or creative story in a logical sequence (*chronological order, first, second, last*).
During the first-grade year, students become more independent readers and writers. They recognize letter sounds (phonemic awareness), see letter patterns, and identify the basic features of words and how to translate them into spoken language by using phonics. They sound out more complex vocabulary and comprehend the meanings of those words. They read fluently, orally and silently, a variety of grade-level-appropriate classic and contemporary literature, folktales, and nonfiction books on subjects of interest, alphabet books, and beginner's dictionaries. They discuss what they have read, talking about main ideas, characters, plot, and setting. They begin to write compositions and other original works, and they begin to use Standard English. They recite poems, rhymes, songs, and stories, and they make short presentations.

Strand: **1E1: Reading**

Standard: **1E1a: Word Recognition, Fluency, and Vocabulary Development**

*Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (such as -s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.*

Component: **Concepts about Print**

1E1a.1: Match oral words to printed words.

1E1a.2: Identify letters, words, and sentences.

1E1a.3: Recognize that sentences start with capital letters and end with punctuation such as periods, question marks, and exclamation points.

Component: **Phonemic Awareness**

1E1a.4: Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).

*Example: Tell the sound that comes at the beginning of the word “sun;” tell the sound that comes at the end of the word “cloud;” tell the sound that comes in the middle of the word “boat.”*

1E1a.5: Recognize different vowel sounds in orally stated single-syllable words.

*Example: Say the sound that is in the middle of the word “bit;” say the sound that is in the middle of the word “bite;” tell whether this is the same sound or a different sound.*

1E1a.6: Recognize that vowels' sounds can be represented by different letters.

1E1a.7: Create and state a series of rhyming words.

1E1a.8: Add, delete, or change sounds to change words.

*Example: Tell what letter you would have to change to make the word “cow” into the word “how.” Tell what letter you would have to change to make the word “pan” into “an.”*

1E1a.9: Blend two to four phonemes (sounds) into recognizable words.

*Example: Tell what word is made by the sounds /b/ /a/ /t/. Tell what word is made by the sounds /fl/ /a/ /t/.*
Component: **Decoding and Word Recognition**

1E1a.10: Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns \(a, e, i, o, u\) and blend those sounds into recognizable words.

1E1a.11: Identify important signs and symbols, such as stop signs, school crossing signs, or restroom symbols from the colors, shapes, logos, and letters on the signs or symbols.

1E1a.12: Read common sight words (words that are often seen and heard).

1E1a.13: Use phonic and context clues as self-correction strategies when reading.

1E1a.14: Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the *ea* in *eat*) and knowledge of how vowels sounds change when followed by the letter *r* (such as the *ea* in the word *ear*).

  *Example:* Correctly read aloud the vowel sounds made in words such as “ear,” “eat,” “near,” “their,” or “wear.”

1E1a.15: Read common word patterns (such as -ite, -ate).

  *Example:* Read words such as “gate,” “late,” and “kite.”

Component: **Accuracy and Fluency**

1E1a.16: Read aloud smoothly and easily in familiar text.

1E1a.17: Read aloud independently unfamiliar guided reading level I books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text.

1E1a.18: Use the cues of punctuation—including commas, periods, question marks and quotation marks—to guide them in getting meaning and fluently reading aloud.

  *Example:* Fluent readers may pause occasionally to work out difficult passages. (Such pauses provided they are preceded and following by fluent reading, are more likely to indicate use of self-monitoring strategies than lack of fluency).

Component: **Vocabulary and Concept Development**

1E1a.19: Read and understand simple compound words (such as *birthday, anything*) and contractions (such as *isn’t, aren’t, can’t, won’t*).

1E1a.20: Read and understand root words and their inflectional forms (such as *look: looks, looked, looking*).

  *Example:* Recognize that the “s” added to the end of “chair” makes it mean more than one chair. Recognize that adding “ed” to the end of “jump” makes it mean jumping that happened in the past.

1E1a.21: Classify categories of words.

  *Example:* Tell which of the following are fruits and which are vegetables: bananas, oranges, apples, carrots, and peas.
Standard: 1E1b: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children’s magazines and periodicals, and beginner’s dictionaries.

Component: Structural Features of Informational and Technical Materials

1E1b.1: Identify the title, author, illustrator, and table of contents of a reading selection.

1E1b.2: Identify text that uses sequence or other logical order.

Example: Explain how an informational text is different from a story. Tell what might be included in an informational book that uses sequence, such as a book on making a bird feeder like The Bird Table by Pauline Cartwright.

Component: Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

1E1b.3: Respond to who, what, when where, why, and how questions and recognize the main idea of what is read.

Example: After reading or listening to a science book such as Gator or Croc by Allan Fowler, students answer questions about reptiles and discuss the main idea.

1E1b.4: Follow one-step written instructions.

1E1b.5: Use context (the meaning of surrounding text) to understand word and sentence meanings.

1E1b.6: Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when or cause and effect, such as because, since, therefore, so).

Example: After reading a book on bats such as Bats: Creatures of the Night discuss what words give clues about predicting where bats could be found or how they locate food.

1E1b.7: Relate prior knowledge to what is read.

Example: Before reading books, such as How Much Is a Million by David Schwartz, discuss students’ estimates of large quantities.
English Language Arts: Grade 1

Standard: 1E1c: Comprehension and Analysis of Literary Text

Students read and respond to a wide variety of children’s literature. At grade 1, students begin to read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.

Component: Analysis of Grade-Level-Appropriate Literary Text

1E1c.1: Identify and describe the plot, setting, and character(s) in a story. Retell a story’s beginning, middle, and ending.

Example: Read a story, such as Arthur’s Prize Reader by Lillian Hoban. Retell the story, including descriptions of characters and plot of the story, by telling about what happens to Arthur in the contest that he enters and the one that he helps his sister to enter. Plot the story onto a story map.

1E1c.2: Describe the roles of authors and illustrators.

Example: Read a book, such as The Very Hungry Caterpillar by Eric Carle or Where the Wild Things Are by Maurice Sendak, in which the art is especially important in telling the story. Describe the role of the author and illustrator and discuss how the pictures help to tell the story.

1E1c.3: Confirm predictions about what will happen next in a story.

Example: Read part of a story, such as The Musicians of Bremen: A Tale from Germany by Jane Yolen, and tell what might happen next and how the story might end.

1E1c.4: Distinguish fantasy from reality.

1E1c.5: Understand what is read by responding to questions (such as who, what, when, where, why, and how).

Strand: 1E2: Writing

Standard: 1E2a: Processes and Features

Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Component: Organization and Focus

1E2a.1: Discuss ideas and select a focus for group stories or other writing.

1E2a.2: Use graphic organizers to plan writing.

Component: Research Process and Technology

1E2a.3: Begin asking questions to guide topic selection and ask “how” and “why” questions about a topic of interest.

1E2a.4: Identify a variety of sources of information (such as books, online sources, pictures, charts, tables of contents, diagrams) and document the sources (titles).
1E2a.5: Organize and classify information by constructing categories on the basis of observation.

Component: Evaluation and Revision

1E2a.6: Revise writing for others to read.

Standard: 1E2b: Applications (Different Types of Writing and Their Characteristics)
At Grade 1, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 1E2a: Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Component: Writing Application

1E2b.1: Write brief narratives (stories) describing an experience.
   Example: Write a short story entitled "My Friend", describing an experience with a friend that is real or imagined.

1E2b.2: Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details.
   Example: Write a description of a family member, a pet, or a favorite toy (include enough detail so that the reader can picture the person, animal, or object.)

1E2b.3: Write simple rhymes.

1E2b.4: Use descriptive words when writing.
   Example: Use varied words to describe events, people, and places such as describing a day as a "sunny day" or "cloudy day."

1E2b.5: Create grade-level-appropriate writings for different purposes and to a specific audience or person.
   Example: Write a thank-you note to the store manager after a field trip to the local supermarket.

Standard: 1E2c: English Language Conventions
Students write using Standard English conventions appropriate to the 1st grade level.

Component: Handwriting

1E2c.1: Print legibly and space letters, words, and sentences appropriately.

Component: Sentence Structure

1E2c.2: Write in complete sentences.

Component: Grammar

1E2c.3: Identify and correctly use singular and plural nouns (such as dog/dogs).

1E2c.4: Identify and correctly use contractions (such as isn’t, aren’t, can’t).
English Language Arts: Grade 1

1E2c.5: Identify and correctly write possessive nouns (such as cat’s meow, girls’ dresses) and possessive pronouns (such as my/mine, his/hers).

Component: Punctuation

1E2c.6: Correctly use periods (such as I am five.), exclamation points (such as Help!), and question marks (such as How old are you?) at the end of sentences.

Component: Capitalization

1E2c.7: Capitalize the first word of a sentence, names of people, and the pronoun I.

Component: Spelling

1E2c.8: Spell correctly three- and four-letter words (such as can, will) and grade-level-appropriate sight words (such as red, fish).

Strand: 1E3: Listening and Speaking

Standard: 1E3a: Skills and Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice).

Component: Comprehension

1E3a.1: Listen attentively (pay attention to spoken and non-spoken messages) and focus on (give attention to) the speaker.

1E3a.2: Ask questions for clarification and understanding.

1E3a.3: Restate, give and follow simple two step directions.

Component: Organization and Delivery of Oral Communication

1E3a.4: Stay on the topic when speaking.

1E3a.5: Use descriptive detail when speaking about people, places, things, and events.

Standard: 1E3b: Applications

Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

Component: Speaking Applications

1E3b.1: Recite poems, rhymes, songs, and stories.

1E3b.2: Retell stories using basic story grammar (the main character, his/her problem, his/her attempts to solve the problem, and the chain of events that lead to a resolution) and relating the sequence of story events by answering “who, what, when, where, why and how” questions.

1E3b.3: Relate an important life event or personal experience in a simple sequence.
During the second-grade year, students gain more skills in reading, writing, speaking, and listening. They demonstrate an awareness of sounds that are made by different letters, and they practice decoding words by using phonics while they learn new concepts, such as prefixes and suffixes, that help them understand the meaning of new vocabulary. They read fluently. They ask and respond to questions, make predictions, and compare information in order to comprehend what they read. They read a variety of grade-level-appropriate classic and contemporary literature, poetry, nonfiction books in different subject areas, children’s magazines, and dictionaries. They learn to use the conventions of Standard English and a writing process to write clear sentences and paragraphs that develop a central idea. They also deliver brief oral presentations, tell stories, and perform plays.

Strand: 2E1: Reading

Standard: 2E1a: Word Recognition, Fluency, and Vocabulary Development
Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (such as -s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Component: Phonemic Awareness
2E1a.1: Demonstrate an awareness of the sounds that are made by different letters by:
   a. Distinguishing beginning, middle, and ending sounds in words.
   b. Rhyming words.
   c. Clearly pronouncing blends and vowel sounds.

Component: Decoding and Word Recognition
2E1a.2: Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
2E1a.3: Decode (sound out) regular words with more than one syllable (such as dinosaur, vacation).
2E1a.4: Recognize common abbreviations (such as Jan., Fri.).
2E1a.5: Identify and correctly use regular plural words (such as mountain/mountains) and irregular plural words (such as mouse/mice, child/children).
2E1a.6: Know and use common word families (such as -ale, -est, -ine, ock, -ump) when reading unfamiliar words.

Component: Accuracy and Fluency
2E1a.7: Read aloud fluently and accurately with appropriate changes in voice and expression.
2E1a.8: Read aloud independently unfamiliar guided reading level M books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text.
2E1a.9: Use the cues of punctuation—including commas, periods, question marks and quotation marks—to guide them in getting meaning and fluently reading aloud.
Component: Vocabulary and Concept Development

2E1a.10: Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).

2E1a.11: Use knowledge of individual words to predict the meaning of unknown compound words (such as lunchtime, lunchroom, daydream, raindrop).

2E1a.12: Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as –ful).

2E1a.13: Identify simple multiple-meaning words (for example; pet, dress, change, duck).

Standard: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. At Grade 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children’s magazines and periodicals, dictionaries, and other reference or technical materials.

Component: Structural Features of Informational and Technical Materials

2E1b.1: Use titles, tables of contents, and chapter headings to locate information in text.

2E1b.2: Identify text that uses sequence or other logical order (alphabetical order or time).

Component: Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

2E1b.3: State the purpose for reading.
   Example: Read an informational text about pets to decide what kind of animal would make the best pet.

2E1b.4: Use knowledge of the author’s purpose(s) to comprehend informational text.
   Example: Read an informational text that compares different people, animals, or plants, such as What Do You Do with a Tail Like This? By Robin Page and Steve Jenkins.

2E1b.5: Ask and respond to questions (including when, who, where, why, what if, how) to aid comprehension about important elements of informational texts.
   Example: After reading a short account about the first man on the moon, ask and answer “why”, “what if”, and “how” questions to demonstrate understanding of the lunar landing.

2E1b.6: Restate facts and details or summarize the main idea in the text to clarify and organize ideas.
   Example: Summarize information learned from a text, such as details about ant colonies stated in books like Ant Cities by Arthur Dorros or reported about spider webs in books such as Spider Magic by Dorothy Hinshaw Patent.
2E1b.7: Recognize cause-and-effect relationships in a text.
   Example: Read an informational book that explains some common scientific causes and effects, such as the growth of a plant from a seed or the effects of different weather patterns, such as too much snow or rain at one time causing flooding.

2E1b.8: Interpret information from diagrams, charts, and graphs.
   Example: Use a five-day weather chart or a weather chart on the Internet to determine the weather for the coming weekend.

2E1b.9: Follow two-step written instructions.

2E1b.10: Use context (the meaning of the surrounding text) to understand word and sentence meanings.

2E1b.11: Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when or cause and effect, such as because, since, therefore, so).

Standard: 2E1c: Comprehension and Analysis of Literary Text
Students read and respond to a wide variety of significant works of children’s literature. At Grade 2, students read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.

Component: Analysis of Grade-Level-Appropriate Literary Text

2E1c.1: Compare plots, settings, and characters presented by different authors.
   Example: Read and compare books such as Strega Nona, an old Italian folktale retold by Tomie DePaola and Ox Cart Man by Donald Hall.

2E1c.2: Create different endings to stories and identify the problem and the impact of the different ending.
   Example: Read a story, such as a Fin M’Coul – The Giant of Knockmany Hill, Tomie Depaola’s retelling of an Irish folktale. Then, discuss the possible endings to the story, such as how the story would change if Fin’s wife had not helped him or if Fin were not a giant.

2E1c.3: Compare and contrast versions of same stories from different cultures.
   Example: Compare fairy tales and folktales that have been retold by different cultures, such as The Three Little Pigs and the southwestern/Latino version The Three Little Javelinas by Susan Lowell, or Cinderella and the African version, Mufaro’s Beautiful Daughters by John Steptoe.

2E1c.4: Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry or fiction.
   Example: Listen to or read a rhyme in a book such as A, My Name is Alice by Jane Bayer. Tell which technique (rhythm, rhyme, or alliteration) the writer used to make the poems fun to read and/or hear.

2E1c.5: Confirm predictions about what will happen next in a story.

2E1c.6: Identify the meaning or lesson of a story.
2E2: Writing

2E2a: Processes and Features
Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Component: Organization and Focus
2E2a.1: Create a list of ideas for writing.
2E2a.2: Organize related ideas together to maintain a consistent focus.

Component: Research Process and Technology
2E2a.3: Find ideas for writing stories and descriptions in pictures or books.
2E2a.4: Identify a variety of sources of information (such as books, online sources, pictures, charts, tables of contents, diagrams) and document the sources (titles).
2E2a.5: Understand the purposes of various reference materials (such as a dictionary, thesaurus, or atlas).
2E2a.6: Use a computer to draft, revise, and publish writing.

Component: Analysis of Grade-Level-Appropriate Nonfiction and Informational Text
2E2a.7: Review, evaluate, and revise grade-level-appropriate writing for meaning and clarity.
2E2a.8: Proofread one’s own writing, as well as that of others, using an editing checklist or list of rules.
2E2a.9: Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.

2E2b: Applications (Different Types of Writing and Their Characteristics)
At Grade 2, students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard - 2E2a: Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Component: Writing Application
2E2b.1: Write brief narratives based on experiences that move through a logical sequence of events (chronological order, order of importance); and describe the setting, characters, objects, and events in detail.

Example: Write a story about an experience that took place. Tell the story in the order that it happened and describe it in enough detail so that the reader can picture clearly the place, people, and events.

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**Writing Application**

2E2b.2: Write a brief description of a familiar object, person, place, or event that develops a main idea and uses details to support the main idea.  
*Example:* Write a descriptive piece on a topic, such as *Houses Come in Different Shapes and Sizes.*

2E2b.3: Write a friendly letter complete with the date, salutation (greeting, such as *Dear Mr. Smith*), body, closing, and signature.  
*Example:* Write a letter to the police department in your town asking if someone can come to your classroom to talk about bicycle safety.

2E2b.4: Write rhymes and simple poems.

2E2b.5: Use descriptive words when writing.

2E2b.6: Create grade-level-appropriate writings for different purposes and to a specific audience or person.  
*Example:* Write a description of your favorite book to recommend the book to a friend.

2E2b.7: Write responses to literature that demonstrate an understanding of what is read and support statements with evidence from the text.  
*Example:* Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.

**Component:**

**Research Application**

2E2b.8: Write or deliver a research report developed using a systematic research process (*defines the topic, gathers information, determines credibility, reports findings*) and that:

a. Uses a variety of resources (*such as books, technology, pictures, charts, tables of contents, diagrams*) and documents sources (*titles and authors*); and  
b. Organizes information by categorizing it into single categories (*such as size or color*) or includes information gained through observation.  
*Example:* After making observations and completing research at the library, write a report about animals that live in water or about different modes of transportation.

**Standard:**

2E2c: **English Language Conventions**  
Students write using Standard English conventions appropriate to the 2nd grade level.

**Component:**

**Handwriting**

2E2c.1: Form letters correctly and space words and sentences properly so that writing can be read easily by another person.

**Component:**

**Sentence Structure**

2E2c.2: Distinguish between complete and incomplete sentences.  
*Example:*  
**Complete:** When Tom hit the ball, he was proud.  
**Incomplete:** when Tom hit the ball

2E2c.3: Use the correct word order in written sentences.
Component:

**Grammar**

2E2c.4: Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).

Example: Identify the noun and verb in a sentence, such as “Maria (noun) and a friend (noun) played (verb) for a long time.”

Component:

**Punctuation**

2E2c.5: Use commas in the greeting (such as Dear Sam,) and closure of a letter (such as Love or Your friend,) and with dates (such as March 22, 2000) and items in a series (such as Tony, Steve, and Bill).

2E2c.6: Use quotation marks correctly to show that someone is speaking.

Example:

Correct: “You may go home now,” she said.

Incorrect: “You may go home now she said.”

Component:

**Capitalization**

2E2c.7: Capitalize all proper nouns (names of specific people or things such as Mike, Indiana, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (such as Dr., Mr., Mrs., Miss) and initials in names.

Component:

**Spelling**

2E2c.8: Spell correctly words that do not fit common spelling patterns which are used frequently but do not fit common spelling patterns (such as was, were, says, said, who, what, why).

2E2c.9: Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur) and consonant-blend patterns (bl, dr, st).

Examples:

Short vowels: actor, effort, ink, chop, unless
Long vowels: ice, equal, bind, hge, use r-controlled: park, supper, bird, corn, further consonant blends: blue, crash, desk, speak, coast

Strand:

2E3: **Listening and Speaking**

Standard:

2E3a: **Skills and Strategies**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice).

Component:

**Comprehension**

2E3a.1: Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy humor).

2E3a.2: Ask for clarification and explanation of stories and ideas.

2E3a.3: Paraphrase (restate in their own words) information that has been shared orally by others.

2E3a.4: Restate, give and follow three step oral directions.
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Component: Organization and Delivery of Oral Communication

2E3a.5: Organize presentations to maintain a clear focus.

2E3a.6: Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).

2E3a.7: Tell experiences in a logical order (such as chronological order, order of importance, spatial order).

2E3a.8: Retell stories, including characters, setting, and plot.

2E3a.9: Report on a topic with supportive facts and details.

2E3a.10: Use descriptive words when speaking about people, places, things, and events.

Standard: Applications

Students deliver brief oral presentations about familiar experiences or interests that are organized around a point of view or thesis statement. Students use the same Standard English conventions for oral speech that they use in their writing.

Component: Speaking Applications

2E3b.1: Recount experiences or present stories that move through a logical sequence of events (chronological order, order of importance, spatial order); and describe story elements, including characters, plot, and setting.

2E3b.2: Report on a topic with facts and details, drawing from several sources of information.

2E3b.3: Recite poems, rhymes, songs, and stories.

2E3b.4: Provide descriptions with careful attention to sensory detail.
During the third-grade year, students move from decoding words to learning more about what words mean. They learn longer and more difficult words that express abstract ideas, such as time. They also start thinking more about what they read. They identify and discuss main ideas, characters, plot, setting, and theme. They read a variety of grade-level-appropriate classic and contemporary literature and add biographies, historical fiction, science fiction, and mythology to what they have read in earlier grades. They get to know the kind of writing and organization used in textbooks. They read fluently, with expression and without stopping to figure out what each word means. They write clear sentences and paragraphs that demonstrate an awareness of audience and purpose. They also deliver brief oral presentations, tell stories, and perform plays.

### Strand: Reading

#### Standard: 3E1: Word Recognition, Fluency, and Vocabulary Development

**Students understand the basic features of words.** They select letter patterns and know how to translate them into spoken language using phonics (an understanding of the different letters that make different sounds), syllables, word parts (un-, -ful), and context (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

**Component: Decoding and Word Recognition**

3E1a.1: Know and use word families when reading unfamiliar words (such as -out, -ight, -eign, -ail).

3E1a.2: Read words with several syllables (using multiple decoding strategies when needed).

3E1a.3: Read aloud grade-level-appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice, and expression.

**Component: Accuracy and Fluency**

3E1a.4: Read aloud independently from guided reading level P books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text.

3E1a.5: Read easily words with irregularly spelled suffixes (such as -ous, -ion, -ive).

**Component: Vocabulary and Concept Development**

3E1a.6: Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same, but have different meanings and spellings), and homographs (words that are spelled the same, but have different meanings).

Example: Understand that words, such as “fair” and “fare,” are said the same way but have different meanings. Know the difference between two meanings of the word “present” when used in sentences such as “I need to buy my sister a present for her birthday.” and “All need to be present for a unanimous vote.”

3E1a.7: Demonstrate knowledge of grade-level-appropriate words to speak specifically about different issues.

3E1a.8: Use sentence and word context to find the meaning of unknown words.
3E1a.9:  Use a dictionary to learn the meaning and pronunciation of unknown words.

3E1a.10:  Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.

3E1a.11:  Identify multiple-meaning words (such as puzzle, fire, string, might).

Standard: 3E1b:  Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. At Grade 3, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many subject areas, children’s magazines and periodicals, and other reference and technical materials.

Component: Structural Features of Informational and Technical Materials

3E1b.1:  Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.

3E1b.2:  Identify text that uses sequence or other logical order (such as alphabetical, time, categorical).

Component: Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

3E1b.3:  Ask questions and support answers by connecting prior knowledge with literal information from the text.
Example: When reading informational materials about science topics or social science subjects, compare what is read to background knowledge about the subject.

3E1b.4:  Show understanding by identifying answers in the text.
Example: After generating a question about information in a text, skim and scan the remaining text to find the answer to the question.

3E1b.5:  Recall major points in the text and make and revise predictions about what is read.
Example: Listen and view a book about the physical dimensions of various animals and their habitats. Also, discuss the artistic methods the author used to represent the animals.

3E1b.6:  Distinguish the main idea and supporting details in expository (informational) text.
Example: Read an informational text such as Volcano: The Eruption and Healing of Mount St. Helen’s by Patricia Lauber, and make a chart listing the main ideas from the text and the details that support them.

3E1b.7:  Locate appropriate and significant information from the text, including problems and solutions.
Example: Identify the problem faced by a character in a book, such as A Gift for Rosa by Karen T. Taha, and explain how the character solved his or her problem. Identify how problems can form the motivations for new discoveries or inventions by reading informational texts about famous inventors, scientists, or explorers, such as Thomas Edison or Jonas Salk.
3E1b.8: Follow simple multiple-step written instructions.

3E1b.9: Explain the relationship between cause and effect and between fact and opinion in informational text.

Standard: 3E1c: Comprehension and Analysis of Literary Text

Students read and respond to a wide variety of significant works of children’s literature. At Grade 3, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

Component: Structural Features of Literature

3E1c.1: Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction.

Example: Look at the same topic, such as cranes, and see how it is shown differently in various forms of literature.

Component: Analysis of Grade-Level-Appropriate Literary Text

3E1c.2: Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

Example: Read and discuss the plots of folktales from around the world that explain why animals are the way they are. Plot each story onto a story map.

3E1c.3: Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

Example: Discuss and write about the comical aspects of the motorcycle-riding mouse, Ralph S. Mouse, the main character in Beverly Cleary’s book by the same name.

3E1c.4: Determine the theme or author’s message in fiction and nonfiction text.

Example: Look at the admiral qualities in Abraham Lincoln as shown in books such as the fictional story More Than Halfway There, by Janet Halliday Ervin, and the nonfiction biography Abe Lincoln’s Hat by Martha Brenner and discuss the authors’ intended message.

3E1c.5: Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds.

Example: Discuss the different words that are used to imitate sounds to explore these words further, read a book on the topic, such as Cock a Doodle Doo! What Does It Sound Like to You? by Marc Robinson, in which the author discusses the words that various languages use for such sounds as a dog’s bark, a train’s whistle, and water dripping.

3E1c.6: Identify the speaker or narrator in a selection.

Example: Read a book such as Class Clown by Johanna Hurwitz or Dinner at Aunt Connie’s House by Faith Ringgold, and identify who is telling the story. Share examples from the story that indicate who is narrating.

3E1c.8: Identify the problem and solutions in a story.
Strand: 3E2: Writing

Standard: 3E2a: Processes and Features
Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Component: Organization and Focus
3E2a.1: Find ideas for writing stories and descriptions in conversations with others; in books, magazines, or school textbooks; or on the Internet.
3E2a.2: Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.
3E2a.3: Create single paragraphs with topic sentences and simple supporting facts and details.
3E2a.4: Organize related ideas together within a paragraph to maintain a consistent focus.

Component: Research Process and Technology
3E2a.5: Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).
3E2a.6: Use a computer to draft, revise, and publish writing.

Component: Evaluation and Revision
3E2a.7: Review, evaluate, and revise grade-level-appropriate writing for meaning and clarity.
3E2a.8: Proofread one’s own writing, as well as that of others, using an editing checklist or list of rules.
3E2a.9: Revise writing for others to read, improving the focus and progression of ideas.

Standard: 3E2b: Applications (Different Types of Writing and Their Characteristics)
At Grade 3, students continue to write compositions that describe and explain familiar objects, events, and experiences. Students write both informal and formal letters. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 3E2a: Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Component: Writing Application
3E2b.1: Write narratives that provide a context within which an action takes place and include details to develop the plot.
Example: Write a story based on an article in a magazine, such as Cricket or Stone Soup about what life was like 100 years ago.
3E2b.2: Write descriptive pieces about people, places, things, or experiences that develop a unified main idea and use details to support the main idea.  Examples:
1. Write a description of how to make a model boat. Include clear enough directions so that a classmate can make the model.
2. Write a description of a favorite place using clear details so that the reader can picture the place and understand why it is a favorite place.

3E2b.3: Write persuasive pieces that ask for an action or response.  Example: Write a persuasive letter to your family asking for them to prepare your favorite foods on a special occasion, such as your birthday or a holiday.

3E2b.4: Write personal, persuasive, and formal letters, thank-you notes, and invitations that show awareness of the knowledge and interests of the audience; establish a purpose and context; and include the date, proper salutation, body, closing, and signature.  Examples:
1. Write a letter to a pen pal in another country describing your family, school, and town and asking the pen pal questions about himself or herself.
2. Write an invitation asking an adult to come to speak in the classroom.
3. Write a persuasive letter to your family asking for your favorite foods on your birthday.

3E2b.5: Use varied grade-level-appropriate word choices to make writing interesting.  Example: Write stories using varied words such as “cried,” “yelled,” or “whispered” instead of “said.”

3E2b.6: Create grade-level-appropriate writings for different purposes and to a specific audience or person.  Example: Write an article about the library at your school. Include a list of ways that students use the library.

3E2b.7: Write responses to literature that demonstrate an understanding of what is read and support statements with evidence from the text.  Example: Write a description of the most important event in a story. Include examples from the book to show why you think this is important.

Component: Research Application

3E2b.8: Write or deliver research report that has been developed using a systematic research process (including defines the topic, gathers information, determines credibility, reports findings) and that:
   a. Use a variety of resources (such as books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors); and
   b. Organizes information by categorizing it into more than one category (such as living and nonliving, hot and cold) or includes information gained through observation.
Example: After making observations and completing research at the library, write a report that describes things found in nature and things that are found outside of nature.
Standard: 3E2c: **English Language Conventions**

*Students write using Standard English conventions appropriate to the 3rd grade level.*

Component: **Handwriting**

3E2c.1: **Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper (margins).**

Component: **Sentence Structure**

3E2c.2: **Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.**

*Examples:*  
4. Declarative: *This tastes very good.*  
5. Imperative: *Please take your seats.*  
6. Interrogative: *Are we there yet?*  
7. Exclamatory: *It's a home run!*

Component: **Grammar**

3E2c.3: **Identify and use subjects and verbs that are in agreement (such as we are instead of we is).**

3E2c.4: **Identify and use past, present, and future verb tenses properly in writing.**

*Examples:*  
1. Past: *he danced*  
2. Present: *he dances*  
3. Future: *he will dance*

3E2c.5: **Identify and correctly use pronouns (such as it, him, her), adjectives (such as brown eyes, two younger sisters), compound nouns (such as summertime, snowflakes), and articles (such as a, an, the) in writing.**

Component: **Punctuation**

3E2c.6: **Use commas in dates (such as August 15, 2001), locations (such as Augusta, Georgia) and addresses (such as 431 Coral Way, Miami, FL), and for items in a series (such as football, basketball, soccer, and tennis).**

Component: **Capitalization**

3E2c.7: **Capitalize correctly geographical names, holidays, historical periods, and special events. (such as We always celebrate the Fourth of July by gathering at the Mounds State Park in Anderson, Indiana.)**

Component: **Spelling**

3E2c.8: **Spell correctly one-syllable words that have blends (such as walk, play, blend), contractions (such as isn't, can't), compounds, common spelling patterns (such as qu-, changing win to winning; changing the ending of the word from -y to -ies to make a plural, such as cherry/cherries), and common homophones (words that sound the same but have different spelling, such as hair/hare).**

3E2c.9: **Arrange words in alphabetical order.**

*Example: Given a list of words, such as apple, grapefruit, cherry, banana, pineapple, and peach, put them into correct alphabetical order: apple, banana, cherry, grapefruit, peach, and pineapple.*
Strand: 3E3: **Listening and Speaking**

Standard: 3E3a: **Skills and Strategies**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice).

Component: **Comprehension**

3E3a.1: Retell, paraphrase, and explain what a speaker has said.

3E3a.2: Connect and relate personal experiences and ideas to those of a speaker.

3E3a.3: Answer questions completely and appropriately.

3E3a.4: Identify the musical elements of literary language such as rhymes, repeated sounds, and instances of onomatopoeia (*naming something by using a sound associated with it, such as hiss or buzz*).

3E3a.5: Give and follow four step oral directions.

Component: **Organization and Delivery of Oral Communication**

3E3a.6: Organize ideas chronologically (*in the order that they happened*) or around major points of information.

3E3a.7: Provide a beginning, middle, and end to oral presentations, including details that develop a main idea.

3E3a.8: Use clear and specific vocabulary to communicate ideas and establish the tone.

3E3a.9: Clarify and enhance oral presentations through the use of appropriate props including objects, pictures, and charts.

3E3a.10: Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.

Component: **Analysis and Evaluation of Oral and Media Communication**

3E3a.11: Compare ideas and points of view expressed in broadcast and print media or on the Internet.

3E3a.12: Distinguish between the speaker’s opinions and verifiable facts.

3E3a.13: Evaluate different evidence (*such as facts, statistics, quotes, testimonials*) used to support claims.
3E3b: Applications
Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

Component: Speaking Applications

3E3b.1: Make brief narrative presentations that provide a context for an event that is the subject of the presentation; provide insight into why the selected event should be of interest to the audience; and include well-chosen details to develop characters, setting, and plot that has a beginning, middle, and end.

3E3b.2: Plan and present dramatic interpretations of experiences, stories, poems, or plays.

3E3b.3: Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
During the fourth-grade year, students continue to build their vocabularies, adding letters at the beginnings and ends of root words to create new words, such as nation/national/nationality. They learn variations on word meanings—synonyms, antonyms, idioms, and words with more than one meaning. They recognize key features of textbooks and begin to use a thesaurus to find related words and ideas. They read a variety of grade-level-appropriate classic and contemporary literature and expand their interest in nonfiction books, biographies, historical fiction, science fiction, and mythology. They write multiple-paragraph narrative, descriptive, and persuasive compositions that begin to use quotations or dialogue to capture their readers’ attention. They use the conventions of Standard English in their written communications. They deliver oral summaries of articles and books that they have read.

By the end of Grade Four, students are expected to be reading “At the Standard” (See the CIS ELA Addendum 1: Reading Performance Levels). The quality and complexity of materials read should reflect the grade-level-appropriate levels.

Strand: 4E: Reading

Standard: 4Ea: Word Recognition, Fluency, and Vocabulary Development
Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (such as un-, re-, -est, -ful), and context (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Component: Decoding and Word Recognition
4Ea.1: Read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.

Component: Vocabulary and Concept Development
4Ea.2: Understand and explain frequently used synonyms (words with the same meanings), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).

4Ea.3: Use knowledge of root words (such as nation, national, nationality) to determine the meaning of unknown words within a passage.

4Ea.4: Use common roots and word parts derived from Greek and Latin to analyze the meaning of complex words.
Example:
Thermometer
root word: (meter = measure)
word parts: (therm = heat)

4Ea.5: Use a thesaurus to find related words and ideas.

4Ea.6: Distinguish and interpret words with multiple meanings (such as quarters) by using context clues (the meaning of the text around a word).

4Ea.7: Use context to determine the meaning of unknown words.
Standard: 4E1b: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. At Grade 4, in addition to regular classroom reading, students read a variety of nonfiction such as biographies, books in many different subject areas, magazines and periodicals, reference and technical materials, and online information.

Component: Structural Features of Informational and Technical Materials

4E1b.1: Use the organization of informational text to strengthen comprehension.

Example: Read informational texts that are organized by comparing and contrasting ideas, by discussing causes for and effects of events, or by sequential order and use this organization to understand what is read.

Use graphic organizers, such as webs, flow charts, concept maps, or Venn diagrams to show the organization of the text.

4E1b.2: Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology.

Example: Read informational texts, such as a science experiment or a short historical account, and identify the type of organization used to understand what is read.

Component: Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

4E1b.3: Use appropriate strategies when reading for different purposes.

Example: Read and take notes on an informational text that will be used for a report. Skim a text to locate specific information. Use graphic organizers to show the relationship of ideas in the text.

4E1b.4: Draw conclusions or make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing (clues that indicate what might happen next,) and direct quotations.

Example: After reading an informational text, such as Camouflage: A Closer Look by Joyce Powzyk, use information gained from the text to predict what an animal might do to camouflage itself in different landscapes.

4E1b.5: Evaluate new information and hypotheses (statements of theories or assumptions) by testing them against known information and ideas.

Example: Compare what is already known and thought about ocean life to new information encountered in reading, such as in the book Amazing Sea Creatures by Andrew Brown.

4E1b.6: Recognize main ideas and supporting details presented in expository texts.

4E1b.7: Compare and contrast information on the same topic after reading several passages or articles.

Example: Read several information texts about guide dogs, such as A Guide Dog Puppy Grows Up by Carolyn Arnold, Buddy: The First Seeing Eye Dog by Eva Moore, and Follow My Leader by James B. Garfield, then compare and contrast the information presented in each.
4E1b.8: Distinguish between cause and effect and between fact and opinion in informational text.
   Example: In reading an article about how snowshoe rabbits change color, distinguish facts (e.g., “Snowshoe rabbits change color from brown to white in the winter”) from opinions (e.g., “Snowshoe rabbits are very pretty animals because they can change colors.”)

4E1b.9: Follow multiple-step instructions in a grade-level-appropriate basic technical manual.
   Example: Follow directions to learn how to use computer commands or play a video game.

Standard: 4E1c: Comprehension and Analysis of Literary Text
Students read and respond to a wide variety of significant works of children’s literature. At Grade 4, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

Component: Structural Features of Literature
4E1c.1: Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.
   Example: After reading some of the Greek or Norse myths found in such books as, Book of Greek Myths or Book of Norse Myths, both by Ingri and Edgar D’Aulaire, discuss how myths were sometimes used to explain physical phenomena like movement of the sun across the sky or the sound of thunder.

Component: Analysis of Grade-Level-Appropriate Literary Text
4E1c.2: Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.
   Example: Discuss the causes and effects of the main event of the plot in each story in books such as Rudyard Kipling’s collection of animal tales, The Jungle Book.

4E1c.3: Use knowledge of the situation, setting, and a character’s traits, motivations, and feelings to determine the causes for that character’s actions.
   Example: After reading a story, such as The Sign of the Beaver by Elizabeth George Speare, tell how the Native American character’s actions are influenced by his being in a setting in which he is very familiar and feels comfortable, as opposed to another character, Matt.

4E1c.4: Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.
   Example: Read a book of trickster tales from other countries, such as Barefoot Book of Trickster Tales retold by Richard Walker. Describe the similarities in these tales in which a main character, often an animal, outwits other animals, humans, or forces in nature. Then, tell how these tales are different from each other.
4E1c.5: Define figurative language such as, similes, metaphors, hyperbole, or personification, and identify its use in literary works.
   a. Simile: a comparison that uses like or as
   b. Metaphor: an implied comparison
   c. Hyperbole: an exaggeration for effect
   d. Personification: a description that represents a thing as a person

Examples:
   1. Identify a simile, such as “Twinkle, twinkle little star... like a diamond in the sky”.
   2. Identify a metaphor, such as “You were the wind beneath my wings”.
   3. Identify an example of hyperbole, such as “Cleaner than clean, whiter than white”.
   4. Identify an example of personification, such as “The North Wind told the girl that he would blow so hard it would be impossible to walk up the steep hill”.

4E1c.6: Determine the theme.
   Example: Identify the theme in a classic novel, such as Hans Brinker or The Silver Skates by Mary Mapes Dodge.

4E1c.7: Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.

Strand: 

4E2: Writing

Standard: 4E2a: Processes and Features
   Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Component: Organization and Focus

4E2a.1: Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.

4E2a.2: Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.

4E2a.3: Write informational pieces with multiple paragraphs that provide an introductory paragraph; establish and support a central idea with a topic sentence at or near the beginning of the first paragraph; include supporting paragraphs with simple facts, details, and explanations; present important ideas or events in sequence or in chronological order; provide details and transitions to link paragraphs; conclude with a paragraph that summarizes the points; and use correct indentation at the beginning of paragraphs.

4E2a.4: Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and posing and answering a question.
Component: Research Process and Technology
4E2a.5: Quote or paraphrase information sources, citing them appropriately.
4E2a.6: Locate information in reference texts by using organizational features, such as prefaces and appendixes.
4E2a.7: Use multiple reference materials and online information (the Internet) as aids to writing.
4E2a.8: Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.
4E2a.9: Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.

Component: Evaluation and Revision
4E2a.10: Review, evaluate, and revise grade-level-appropriate writing for meaning and clarity.
4E2a.11: Proofread one’s own writing, as well as that of others, using an editing checklist or list of rules, with specific examples of corrections of frequent errors.
4E2a.12: Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.

Standard: Applications (Different Types of Writing and Their Characteristics)
Students at Grade 4 are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4E2a: Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Component: Writing Application
4E2b.1: Write narratives that include ideas, observations or memories of an event or experience, provide a context to allow the reader to imagine the world of the event or experience and use concrete sensory details.
Example: Prepare a narrative on how and why immigrants come to the United States. To make the story more realistic, use information from an older person who may remember first hand the experience of coming to America.

4E2b.2: Write responses to literature that demonstrate an understanding of a literary work and support statements with evidence from a text.
Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.

4E2b.4: Use varied grade-level-appropriate word choices to make writing interesting.
Example: Write stories using descriptive words in place of common words; for instance, use enormous, gigantic, or giant for the word big.
4E2b.5: Write for different purposes (information, persuasion, description) and to a specific audience or person.
   Example: Write a persuasive report for your class about your hobby or interest. Use charts or pictures, when appropriate, to help motivate your audience to take up your hobby or interest.

Component: Research Application
4E2b.6: Write or deliver research reports that have been developed using a systematic research process (including: define the topic, gather information, determine credibility, report findings); and that:
   a. include information from a variety of sources (such as books, technology, multimedia) and document sources (such as titles and authors); and
   b. demonstrate that gathered information has been summarized, organized into multiple categories (such as solid, liquid, and gas or reduce, reuse, and recycle) or includes information gained through observation.
   Example: After talking to local officials and conducting library or Internet research, write a report about the history of the different people and immigrant groups who settled in Indiana. Include information about where these groups came from, where they first lived in the state, and what work they did.

Standard: 4E2c: English Language Conventions
Students write using Standard English conventions appropriate to the 4th grade level.

Component: Handwriting
4E2c.1: Write smoothly and legibly in cursive, forming letters and words that can be read by others.

Component: Sentence Structure
4E2c.2: Use simple sentences and compound sentences in writing.
   Examples:
   1. Simple: Dr. Vincent Stone is my dentist.
   2. Compound: His assistant cleans my teeth, and Dr. Stone checks for cavities.

4E2c.3: Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as verbs, adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.
   Examples:
   1. Verbs: We strolled by the river.
   2. Adjectives: brown eyes, younger sisters
   3. Adverbs: We walked slowly.
   4. Appositives: noun phrases that function as adjectives, such as We played the Cougars, the team from Newport.
   5. Participial phrases: verb phrases that function as adjectives, such as The man walking down the street saw the delivery truck.
   6. Prepositional phrases: in the field, across the room, over the fence.
   7. Conjunctions: and, or, but.
English Language Arts: Grade 4

Component: Grammar

4E2c.4: Identify and use in writing regular (such as live/lived, shout/shouted) and irregular verbs (such as swim/swam, ride/rode, hit/hit), adverbs (such as constantly, quickly), and prepositions (such as through, beyond, between).

Component: Punctuation

4E2c.5: Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations (such as He said, “I’d be happy to go.”), apostrophes to show possession (such as Jim’s shoes, the dog’s food), and apostrophes in contractions (such as can’t, didn’t, won’t).

4E2c.6: Use underlining, quotation marks, or italics to identify titles of documents.
   Examples:
   1. When writing by hand or computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books.
   2. When writing on a computer italicize the following when writing by hand underline them: the titles of books, names of newspapers and magazines, works of art and musical compositions.

Component: Capitalization

4E2c.7: Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

Component: Spelling

4E2c.8: Spell correctly root (base words, such as unnecessary, cowardly), inflections (words like care/careful/caring), words with more than one acceptable spelling (such as advisor/ adviser), suffixes (such as -ly, -ness) and prefixes,(such as mis-, un-), and syllables (word parts each containing a vowel sound, such as sur*prise or e*col*o*gy).

Strand: Listening and Speaking

Standard: 4E3: Skills and Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice).

Component: Comprehension

4E3a.1: Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.

4E3a.2: Summarize major ideas and supporting evidence presented in spoken presentations.

4E3a.3: Identify how language usage (such as sayings and expressions) reflects regions and cultures.

4E3a.4: Give and follow five step oral directions.

4E3a.5: Connect and relate knowledge of other experiences and ideas to those of a speaker.
**Component:** Organization and Delivery of Oral Communication

4E3a.6: Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.

4E3a.7: Use logical structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.

4E3a.8: Emphasize points in ways that help the listener or viewer follow important ideas and concepts.

4E3a.9: Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.

4E3a.10: Engage the audience with appropriate words, facial expressions, and gestures.

**Component:** Analysis and Evaluation of Oral and Media Communication

4E3a.11: Evaluate the role of the media in focusing people’s attention on events and in forming their opinions on issues.

4E3a.12: Distinguish between the speaker’s opinions and verifiable facts.

**Standard:** 4E3b: Applications

*Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.*

**Component:** Speaking Applications

4E3b.1: Make narrative presentations that relate ideas, observations, or memories about an event or experience, provide a context that allows the listener to imagine the circumstances of the event or the experience, and provide insight into why the selected event or experience should be of interest to the audience.

4E3b.3: Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

4E3b.4: Make informational presentations that focus on one main topic, include facts and details that help listeners focus, and incorporate more than one source of information (including speakers, books, newspaper, television broadcasts, radio reports, or Web sites).

4E3b.5: Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.
During the fifth-grade year, students increase their vocabulary and their ability to understand and explain words, including those that convey ideas and images. They use word origins to determine the meaning of unknown words or phrases, such as Herculean task from the myth of Hercules. They read a variety of grade-level-appropriate classic and contemporary literature and continue to expand their interest in nonfiction books, poetry, and plays. They begin to do literary criticism by evaluating what they read and locating evidence to support what they say. They write multiple-paragraph compositions for different purposes and a specific audience or person, adjusting their writing as appropriate. They use transitions to connect ideas when they write. They deliver oral responses to literature that demonstrate an understanding of ideas or images communicated by what they have read.

By the end of Grade Five, students are expected to be reading “At the Standard” (See the CIS ELA Addendum 1: Reading Performance Levels). The quality and complexity of materials read should reflect the grade-level-appropriate levels.

**Strand:** 5E1: Reading

**Standard:** 5E1a: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

**Component:** Decoding and Word Recognition

5E1a.1: Read aloud grade level appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice and expression.

**Component:** Vocabulary and Concept Development

5E1a.2: Use word origins to determine the meaning of unknown words.

Example: After listening to a story of the myth of Hercules when it is read aloud, use the knowledge of the story to understand the phrase “Herculean task.”

5E1a.3: Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as “couch potato” to determine the meaning of words and phrases.)

5E1a.4: Know less common roots (such as graph = writing, logos = study of) and word parts (such as auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (such as autograph, autobiography, biography, and biology).

5E1a.5: Understand and explain the figurative use of words in similes (comparisons that use like or as such as, The stars were like a million diamonds in the sky.) and metaphors (implied comparisons such as, The stars were brilliant diamonds in the night sky.)

5E1a.6: Understand unknown words by using word, sentence, and paragraph clues to determine meaning.
Standard: 5E1b: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. At Grade 5, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many different subject areas, magazines and periodicals, reference and technical materials, and online information.

Component: Structural Features of Informational and Technical Materials

5E1b.1: Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization to find information and support understanding.

Example: Locate specific information in a social studies textbook by using its organization, sections on different world regions, and textual features such as headers, maps, and charts.

5E1b.2: Analyze text that is organized in sequential or chronological order.

Example: Compare the organizational structure of such biographical texts as The Life and Death of Crazy Horse by Russell Freedman or Pride of Puerto Rico: The Life of Roberto Clemente by Paul Robert Walker, noting critical events in the subjects’ lives.

Component: Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

5E1b.3: Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.

Example: Read a science text such as Astronomy by Robert Kerrod, and select some of the experiments described in the book to pursue in class. Before beginning the selected experiments, outline the main ideas or concepts to be tested and identify additional supporting detail that explains those scientific concepts.

5E1b.4: Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Example: Use a guidebook, such as Discovering Fossils: How to Find and Identify Remains of the Prehistoric Past (Fossils & Dinosaurs) by Frank A. Garcia, to gain information and make predictions about the identification of fossils found in everyday surroundings.

5E1b.5: Follow multiple-step instructions in a grade-level-appropriate basic technical manual.

5E1b.6: Distinguish among facts supported inferences, evidence, and opinions in text.

Example: Identify facts and opinions in a newspaper editorial or editorial page writer’s column.

Standard: 5E1c: Comprehension and Analysis of Literary Text

Students read and respond to grade level appropriate or culturally significant works of literature, which illustrate the quality and complexity of the materials to be read by students. At Grade 5, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poems, songs, plays, and other genres.
**Component:**

**5E1c.1:** Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.  
*Example:* Analyze an author’s purpose for writing, whether it is to inform, teach, entertain, or elicit an emotional response, and tell how well that purpose is achieved by the type of writing the author has produced.

**Component:**

**Analysis of Grade-Level-Appropriate Literary Text**

**5E1c.2:** Identify the main problem or conflict of the plot and explain how it is resolved.  
*Example:* Read a story with a central conflict such as *The Pushcart War* by Jean Merrill. Tell how the conflict is solved and describe what issues are raised in the conflict.

**5E1c.3:** Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.  
*Example:* Read a book such as *Mrs. Frisby and the Rats of NIMH* by Robert C. O'Brien, in which different characters are motivated in opposing ways, by innocent good, or by selfishness. Discuss how the contrast between innocence and worldly experience is important to the plot of the book.

**5E1c.4:** Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.  
*Example:* Describe the themes in a fictional story such as *A Wrinkle in Time* by Madeleine L’Engle, in which the themes of courage and perseverance are explored as the children go on a dangerous mission in search of their scientist father.

**5E1c.5:** Describe the function and effect of common literary devices, such as imagery (use of language to create vivid pictures in the reader’s mind), metaphor (an implied comparison in which a word or phrase is used in place of another such as: He was drowning in money.), and symbolism (use of an object to represent something else, for example, a dove might symbolize peace).

**5E1c.6:** Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story.

**Component:**

**5E1c.7:** Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.  
*Example:* Discuss what various characters and objects symbolize in literature representing the Medieval era, such as *King Arthur: Tales from the Round Table* by Andrew Lang, or ancient Asian culture, such as *Tales from Japan* (Oxford Myths and Legends) by Helen and William McAlpine.

**5E1c.8:** Evaluate the author’s use of various techniques to influence readers’ perspectives.  
*Example:* Read and evaluate books such as *Dear Mr. Henshaw* by Beverly Cleary or *The Great Fire* by Jim Murphy to understand how authors use particular techniques, such as letter format or display of primary sources, to influence the reader.

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*Grade 5 ELA Standards*  
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Strand:  

5E2: Writing

Standard:  

5E2a: Processes and Features

Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Component: Organization and Focus

5E2a.1: Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.

5E2a.2: Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.

5E2a.3: Write informational pieces with multiple paragraphs that present important ideas or events in sequence or in chronological order; provide details and transitions to link paragraphs; and offer a concluding paragraph that summarizes important ideas and details.

5E2a.4: Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis with data.

Component: Research Process and Technology

5E2a.5: Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.

5E2a.6: Use grade-level-appropriate note-taking skills when completing research for writing.

5E2a.7: Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.

5E2a.8: Use a thesaurus to identify alternative word choices and meanings.

Component: Evaluation and Revision

5E2a.9: Review, evaluate, and revise grade-level-appropriate writing for meaning and clarity.

5E2a.10: Proofread one’s own writing, as well as that of others, using an editing checklist or list of rules, with specific examples of corrections of specific errors.

5E2a.11: Edit and revise writing to improve the meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.
Standard: 5E2b: Applications (Different Types of Writing and Their Characteristics)

At Grade 5, students write narrative (story,) expository (informational,) persuasive, and descriptive texts. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 5E2a: Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Component: Writing Application

5E2b.1: Write narratives that establish a plot, point of view, setting, and conflict; and show, rather than tell the events of the story.
   Example: Write a story, modeling the style of the story after a type of writing recently read in class (such as folktale, myth, mystery, or science fiction story.) Include an interesting beginning that establishes the central conflict of the story and an ending that resolves the problem.

5E2b.2: Write responses to literature that demonstrate an understanding of a literary work; support statements with evidence from the text; and develop interpretations that exhibit careful reading and understanding.
   Examples:
   1. Write an essay, telling how two authors are similar or different in terms of their writing styles, choices of topics, and the themes of their books. Support the opinion with specific examples from the authors’ books.
   2. Write a personal reaction to books in which a character deals with a problem such as The Best Bad Thing by Yoshiko Uchida or Shiloh by Phyllis Naylor. Use clear organization and careful word choices to show your reaction to the character and the problem.

5E2b.3: Write persuasive letters or compositions that state a clear position in support of a proposal; support a position with relevant evidence and effective emotional appeals; follow a simple organizational pattern with the most appealing statements first and the least powerful ones last; and address reader concerns.
   Example: Interview several students in lower grades and take notes regarding changes they would like to see made to the school’s playground. Compile these opinions to write a persuasive article for the school newspaper.

5E2b.4: Use varied grade-level-appropriate word choices to make writing interesting.
   Example: Write stories, reports, and letters showing a variety of word choices: use inquired or requested instead of asked.

5E2b.5: Compose grade-level-appropriate writings for different purposes (such as information, persuasion, or description) and to a specific audience or person, adjusting tone and style as necessary.
   Example: Write a skit or an episode of a puppet show to present at your class talent show. Use funny words and phrases to make the audience laugh.

5E2b.6: Write summaries that contain the main ideas and the most significant details of grade-level-appropriate reading selections.
Component: **Research Application**

**5E2b.7:** Write or deliver research reports developed using a systematic research process (define the topic, gather information, determine credibility, report findings), and that:

a. use information from a variety of sources and document those sources, and
b. demonstrate that gathered information has been summarized and organize information by categorizing and sequencing.

*Example:* After completing library or Internet research, write a research report about the life cycle of a butterfly or about the different uses of a telescope, microscope, and camera.

Standard: **5E2c:** **English Language Conventions**

Students write using Standard English conventions appropriate to the 5th grade level.

Component: **Handwriting**

**5E2c.1:** Write smoothly and legibly forming letters and words that can be read by others.

Component: **Sentence Structure**

**5E2c.2:** Identify and correctly use prepositional phrases (such as *for school* or *in the beginning*), appositives (such as “We played the Cougars, the team from Newport”), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in the sentence) in grade-level-appropriate compositions.

*Examples:*

1. We began our trip on the White River (prepositional phrase) when it stopped raining (subordinate clause)
2. Famous for their first flight at Kitty Hawk (appositive), the Wright Brothers are legendary in aviation (main clause).

**5E2c.3:** Use transitions (such as however, therefore, on the other hand) and conjunctions (such as and, or, but) to connect ideas.

**5E2c.4:** Use grade-level-appropriate simple sentences and compound sentences in writing.

*Examples:*

1. Simple: Coach Smith is my baseball coach.
2. Compound: Her assistant makes sure I have my baseball equipment, and Coach Smith teaches me how to play the game of baseball.

Component: **Grammar**

**5E2c.5:** Identify and correctly use appropriate tense (present, past, present participle, past participle) for verbs that are often misused (such as lie/lay, sit/set, rise/raise).
5E2c.6: Identify and correctly use modifiers (words or phrases that describe, limit or qualify another word) and pronouns (such as he/his, she/her, they/their, it/its).

Examples:
1. Correct: On the walls there are many pictures of people who have visited the restaurant.
   Incorrect: There are many pictures of people who have visited the restaurant on the walls.
2. Correct: Jenny and Kate finished their game.
   Incorrect: Jenny and Kate finished her game.

Component: Punctuation
5E2c.7: Use a colon to separate hours and minutes (such as 12:20 a.m., 3:40 p.m.) to introduce a list (such as, “Do the project in this order, cut, paste, then fold.”); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; and use semicolons and commas for transitions (such as “Time is short; however, we will still get the job done.”).

Component: Capitalization
5E2c.8: Use grade-level-appropriate correct capitalization.

Component: Spelling
5E2c.9: Spell roots or bases of words, prefixes (such as understood/misunderstood, excused/unexcused), suffixes (such as final/finally, mean/meanness), contractions (such as will not/won’t, it is/it’s, they would/they’d), and syllable constructions (such as in*for*ma*tion, mol*e*cule) correctly.

Strand: 5E3: Listening and Speaking

Standard: 5E3a: Skills and Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Component: Comprehension
5E3a.1: Ask grade-level-appropriate questions that seek information not already discussed.

5E3a.2: Interpret a speaker’s verbal and nonverbal messages, purposes, and perspectives.

5E3a.3: Make inferences or draw conclusions based on an oral report.

5E3a.4: Give and carry out oral instructions and directions with more than five steps.

Component: Organization and Delivery of Oral Communication
5E3a.5: Select a focus, organizational structure, and point of view for an oral presentation.

5E3a.6: Clarify and support spoken ideas with evidence and examples.

5E3a.7: Use volume, phrasing, timing, and gestures appropriately to enhance meaning.
5E3a.8: Emphasize points in ways that help the listener or viewer follow important ideas and concepts.

Component: **Analysis and Evaluation of Oral and Media Communication**

5E3a.9: Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.

5E3a.10: Identify claims in different kinds of text (*such as print, image, multimedia*) and evaluate evidence used to support these claims.

5E3a.11: Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

**Standard:**

5E3b: **Applications**

_Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing._

Component: **Speaking Applications**

5E3b.1: Deliver narrative presentations that establish a situation, plot, point of view, and setting with descriptive words and phrases; and show, rather than tell, the listener what happens.

5E3b.2: Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

5E3b.3: Deliver informative presentations about an important idea, issue, or event by the following means: frame questions to direct the investigation; establish a controlling idea or topic; and develop the topic with simple facts, details, examples, and explanations.

5E3b.4: Deliver oral responses to literature that summarize important events and details, demonstrate an understanding of several ideas or images communicated by the literary work and use examples from the work to support conclusions.
CIS Reading Performance Levels

CIS uses the following descriptor to define ‘At the Standard’. Student scoring in this range exhibit competent performance when reading grade-level appropriate text and can be considered as reading “on Grade Level.” Students performing at this level should be able to identify details, draw conclusions, and make comparisons and generalizations when reading materials developmentally appropriate for the Grade level.

The following chart reflects the guidance for end-of-year reading performance levels in Grades 4-12.

<table>
<thead>
<tr>
<th>Grade</th>
<th>‘At the Standard’ Lexile Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>600L to 900L</td>
</tr>
<tr>
<td>5</td>
<td>700L to 1000L</td>
</tr>
<tr>
<td>6</td>
<td>800L to 1050L</td>
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<tr>
<td>7</td>
<td>850L to 1100L</td>
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<tr>
<td>8</td>
<td>900L to 1150</td>
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<td>9</td>
<td>1000L to 1200L</td>
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<tr>
<td>10</td>
<td>1025L to 1250L</td>
</tr>
<tr>
<td>11</td>
<td>1050L to 1300L</td>
</tr>
<tr>
<td>12</td>
<td>1100L to 1349L</td>
</tr>
</tbody>
</table>
CIS Standards Glossary

*This glossary is a living document and will be updated as needed.

Accountable Talk: Talking to other people about ideas.

Accuracy: Ability to recognize words correctly.

Active Voice: Sentences in which the subject is doing the action.

Aesthetic: Artistic

Ad Hominem: Appealing to the audience’s feelings or prejudices rather than intellect.

Action Verb: A word belonging to the part of speech that is the center of the predicate which describes an act or activity.

Affixes: Prefixes and suffixes.

Alignment: The process of linking content and performance standards to assessment, instruction, and learning in classrooms.

Allegory: The use of fictional figures and actions to express truths about human experiences.

Allusion: A reference in literature, or in visual or performing arts, to a familiar person, place, thing, or event.

Analogy: A comparison of the similar aspects of two different things.

Analysis: The process or result of identifying the part of a whole and their relationships to one another.

Anecdote: A story about a specific event.

Annotated Bibliography: A bibliography that includes brief explanations or notes for each reference.

Antecedent: A word, phrase, or clause, usually a substantive, which is replaced by a pronoun or other substitute later, or occasionally earlier, in the same or in another, usually subsequent, sentence. In *Jane lost a glove and she can’t find it*, *Jane* is the antecedent of *she* and *glove* is the antecedent of *it*.

Archetypes: Original models or patterns that occur frequently in literature, such as best friend, champion, crusader, free spirit, and others, and is, therefore, believed to evoke profound emotion.

Argument Ad Populum: Appealing to the people and shown to be sometimes persuasive but generally fallacious.

Argumentation: Speech or writing intended to convince an audience that a proposal should be adopted or rejected.

Aside: A dramatic device in which a character speaks his or her thoughts aloud, in words meant to be heard by the audience, but not by other characters.

Assessment: The process of acquiring qualitative or quantitative information.

Assumption: To take for granted that something is true.

Automaticity: Ability to recognize individual words quickly and without much conscious attention.

Balanced Reading Program: Dual in emphasis, stress on both acquisition of skills and application of program skills. A balanced beginning reading program includes instruction in word identification skills as well as instruction in reading comprehension strategies. Components of a balanced program include reading to whole groups of students, guided reading activities with groups of students, shared with groups of students, and independent reading by individual students.
Ballad: A narrative poem that tells a story and was originally meant to be sung.

Bandwagon Effect: Attracting an audience or reader to act or think a certain way because everyone else is.

Bibliography: A list of works referred to in a text.

Book Talk: A discussion of one or more books by a teacher, librarian, or student to introduce books and to induce others to read them.

Bracket: One of two marks [or] used in writing or printing to enclose parenthetical matter.

Carnegie Unit: Carnegie units are computed and awarded to each grade 9-12 student on a semester basis. One unit of credit signifies the successful completion of the study of any subject meeting five periods, or its equivalent, per week for two semesters, 18 weeks each (a minimum of 120 clock hours of instruction), one-half unit of credit signifies the successful completion of the study of any subject meeting an average of 2_times, or its equivalent, per week for one semester (18 weeks).

Chapter Book: A book long enough to be divided into chapters but not long or complex enough to be considered a novel.

Character: The people who participate in the action of a work. Character Foils: Characters that are used as contrasts to another character.

Classroom Assessment: An assessment developed, administered, and scored by a teacher or set of teachers with the purpose of evaluating individual or classroom student performance on a topic.

Clause: A syntactic construction containing a subject and predicate and forming part of a sentence or constituting a whole simple sentence.

Comma: The sign (,) is a mark of punctuation used for indicating a division in a sentence, as in setting off a word, phrase, or clause, especially when such a division is accompanied by a slight pause or is to be noted in order to give order to the sequential elements of the sentence. It is also used to separate items in a list, to separate types or levels of information in bibliographic and other data, and many other uses.

Colon: A point or character, [:], used to separate parts of a sentence that are complete in themselves and nearly independent and often taking the place of a conjunction.

Comedy: A play, written work, or movie of light and humorous character with a happy or cheerful ending to include a dramatic work in which the central motif is the triumph over adverse circumstance, resulting in a successful or happy conclusion.

Commentary: Comments that reflect how the standards are demonstrated in student’s work.

Complex Sentence: A sentence that has one independent clause and at least one subordinate clause.

Compound Sentence: A sentence that has two or more independent clauses but no subordinate clauses.

Compound-Complex Sentence: A sentence that has two or more independent clauses and at least one subordinate clause.

Comprehension: The process by which readers create meaning for the texts they read, images they view, or language they speak. These meanings are built from the connections the readers make between the new material and his or her prior background knowledge, the ways the reader structures meaning, and decisions the reader makes about what is important or relevant.

Comprehension: Ability to understand written language.

Connotation: The attitudes and feelings, both negative and positive, associated with a word.
Addendum 2: CIS Standards Glossary

Consumer Document: Informational documents to assist in acquiring goods or services for direct use or ownership.

Content Standards: Expectations of what students should know and be able to do in particular subjects and grade levels.

Conventions:
Couplet: Two successive lines of verse that rhyme.
Criteria: Guidelines, rules, characteristics or dimensions that are used to judge the quality of student performance.
Critique: A critical review or commentary, especially one dealing with works of art or literature.
Cues/Cueing Systems: Sources of information used by readers to construct meaning. The language cueing systems include the graphophonic system and the relationships between oral and written language (phonics); the syntactic system and the relationship among linguistic units such as prefixes, suffixes, words, phrases, clauses, and word order (grammar); and the semantic system and the meaning system of language.

Curriculum: A body of material that defines the content to be taught and the methods to be used.

Dash: The mark or sign (—) used to note an abrupt break or pause in a sentence or hesitation in an utterance, to begin and end a parenthetic word, phrase, or clause, to indicate the omission of letters or words, to divide a line, to substitute for certain uses of the colon, and to separate any of various elements of a sentence or series of sentences, as a question from its answer.

Decodable Text: Text written for beginning readers to provide practice in specific phonics elements.

Decode: To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning.

Deductive Argument: Argument that draws necessary conclusions based on the evidence.

Definition of Literacy: Literacy is a set of reading and writing practices governed by a conception of what, how, when and why to read and write.

Denotation: The literal or dictionary definition of a word.

Denouement: Resolution

Derivatives: Words that come from a common base or root word.

Dialect: The vocabulary, grammar, and pronunciation used by people in different regions.

Dialogue: A conversation between two characters.

Diction: The accent, inflection, intonation, and speech-sound quality made by an individual speaker, usually judged in terms of prevailing standards of acceptability or enunciation.

Dramatic Monologue: A poetic form in which a single character, addressing a silent auditor at a critical moment, reveals himself or herself and the dramatic situation.

Elegy: A mournful poem for the dead.

Ellipses: A mark or series of marks (… or *, for example) used in writing or printing to indicate an omission, especially of letters or words.

Emergent Literacy: Development of association of print with meaning that begins early in a child’s life and continues until the child reaches the stage of conventional reading and writing.

Encode: To change a message in one set of symbols into another set of symbols.

English Language Conventions: The correct use of grammar, punctuation, spelling, capitalization and writing or speaking in complete sentences.

Enunciation: Clear speech which is systematically pronounced and articulated.
Epic: A long narrative poem that describes heroic deeds or adventures.

Essay: A brief work of nonfiction that offers an opinion on a subject. The purpose of an essay may be to express ideas, feelings, to analyze, to inform, to entertain, or to persuade.

Evaluation: The process of testing, appraising, and judging achievement, growth, product, process, or changes, frequently through the use of formal and informal test and techniques.

Examples of Student Work: Examples of student work that illustrates standard-setting performances.

Exposition: One of the four traditional forms of composition in speech and writing intended to set forth or explain.

Expressive Vocabulary: Words student uses on their own.

Extemporaneous Speeches: Speeches delivered without a planned script.

False Causality: Assumes one event caused another because one happened before the other.

Figurative Language: Language that communicates ideas beyond the ordinary or literal meaning of the words.

Figures of Speech: Any expressive use of language, as a metaphor, simile, personification, or antithesis, in which words are used in other than their literal sense, or in other than their ordinary locutions, in order to suggest a picture or image or for other special effect.

Flashback: Interrupting the sequence of events to include information about an event that happened in the past.

Flexible Grouping: A process for organizing students to work in differently mixed groups depending on the goal of the learning activity.

Fluency: Ability to read aloud with appropriate intonations and pauses indicating understanding meaning, with only occasional stops to figure out words or sentence structure.

Font: Typeface to include a complete set of type of one size.

Format: Text features such as graphics, headers, footers, etc

Foreshadow: To provide hints or clues to future action

Frustration Reading Level: A readability or grade level of material that is too difficult to be read successfully by student, even with normal classroom instruction and support.

Functional Document: Informational documents that exist in order to get things done.

Generalization: The ability to use a learned skill in novel situations.

Genre: A category used to classify literary and other works, usually by form, technique, or content, (e.g., fiction, nonfiction, drama, poetry).

Gerund Phrase: Consists of a gerund (a verb form ending in –ing that is used as a noun) and all words related to the gerund.

Grade Level: A designated level of text difficulty determined by a readability formula.

Grammar: what one knows about the structure and use of one’s own language that leads to its creative and communicative use.

Group Dynamics: The interactions that influence the attitudes and behavior of people when they are grouped with others through either choice or accidental circumstances.

Guided Reading: Reading instruction in which the teacher provides the structure and purpose for reading and for responding to the material read.

Guided Writing or Writing Workshop: Children engage in writing a variety of texts. Teacher guides the process and provides instruction through mini-lessons and conferences.

Hyphen: A form of punctuation (-) used to divide a word at the end of a line, to compound numbers, and used as modifiers with fractions.
Idioms: Expressions that cannot be understood just by knowing the meanings of the words in the expression, such as to be an old hand at something or to get one’s feet wet.

Imagery: The use of language to create vivid pictures in the reader’s mind.

Implied Meaning: To suggest indirectly.

Independent Reading Level: The readability or grade level of material that is easy for a student to read with few word identification problems and high comprehension.

Independent Reading: The children read to themselves or with partners.

Independent Writing: Children write their own pieces, including (in addition to stories and informational pieces) retelling, labeling, speech balloons, lists, etc.

Inductive Argument: Argument that demonstrates something that is highly likely.

Inference: A judgment or conclusion derived from information.

Infinitive: The word to followed by the base form of a verb.

Informational Materials: Materials that provide knowledge such as such as textbooks, consumer documents, public documents, and procedural, workplace or functional documents.

Intonation: The pattern or melody of pitch changes in connected speech, esp. the pitch pattern of a sentence, which distinguishes kinds of sentences or speakers of different language cultures. Instructional Reading Level: The reading ability or grade level of material that is challenging, but not frustrating for the student to read successfully with normal classroom instruction and support.

Interactive Writing: As in shared writing, teacher and children compose messages and stories that are written using a “shared pen” technique that involves children in the writing.

Interior Monologue: What a character says silently to self.

Irony: The use of words to express the opposite of the literal meaning of the words, often to be humorous.

Learning Log: A subject journal that gives the students an opportunity to respond to new information presented in class, to explore their thoughts and feelings about class discussions and group work, and to react to reading assignments. Learners can evaluate their individual progress as they work on long-range projects and reports; can keep track of important facts, concepts, and vocabulary words; and can use their logs to review for major tests.

Leveled Books: Books grouped and graded for difficulty based on specific text characteristics.

Lexile Framework: A system that matches the reading level of students with the difficulty level of the materials they read. By placing readers and text on a common scale, the Lexile framework ensures that students are reading the most appropriate materials for their skill levels.

Lexile Measures: A number indicating the reading demand of the text in terms of the semantic difficulty (vocabulary) and syntactic complexity (sentence structure). The Lexile scale ranges from 200 to 1700 Lexiles, although actual Lexile measures can range from below zero to above 2000 Lexiles.

Lexile: A unit of measurement that is used to determine the difficulty of text and the reading level of readers. It is an equal interval scale and can be used to measure growth.

Literal Meaning: Primary meaning of a term or expression.

Literature Circle: That part of a literature–based reading program in which students meet to discuss books they are reading independently.

Literature: Print and non-print texts that provide a deeply engaging aesthetic experience.

Literature Based Reading: Reading that uses literature as primary material in reading programs and as health, science, and social studies and to other media such as newspapers, magazines, and catalogs.
Literary Analysis / Criticism: The process of inquiry related to literature to include analyzing works and their authors then assuming a judgmental role to analyze the work.

Literary Text: A novel or some piece of work strongly studied by students in literature classes. Lyric: In poetry, writing with the form and musical quality of a song, and especially the characteristics of a songlike outpouring of the poet’s own thoughts and feelings as distinguished from epic and dramatic poetry.

Main Idea: In informational or expository writing, the most important thought or overall position.

Main Clause: A clause that can stand alone as a sentence, containing a subject and a predicate with a finite verb, as I was there in the sentence I was there when he arrived.

Manuscript Conventions: An established practice such as title page presentation, pagination, spacing, and margins.

Memorandum: A short note designating something to be remembered especially something to be done or acted upon in the future.

Metaphors: An implied comparison in which a word or phrase is used in place of another, such as He was drowning in money.

Modifiers: Words or phrases that describe, limit, or qualify another word.

Mood: The feeling, or atmosphere, that a writer creates for the reader.

Multimedia: Using several media

Myth: A traditional story passed down through generations that explains why the world is the way it is.

Narrative: Any type of writing that is primarily concerned with relating an event or a series of events.

Narrator: One who narrates or relates a series of events or transactions in writing or a speech. Nonverbal Techniques: Techniques not involving words

Novel: A work of fictitious prose of considerable length and complexity, portraying characters and usually presenting a sequential organization of action and scenes

Novella: A work of fiction medium in length and situated between a short story and novel

Ode: A lyric poem, usually long, on a serous subject and written in dignified language.

Onset: The part of a syllable preceding the syllable peak or nucleus; normally, the consonants preceding the vowels of a syllable, as str in strip.

Oral Reading Record (CIS uses DRA for Grade 3) / Running Record: A coding system used to assess students’ accuracy in word recognition when they read.

Overgeneralization: A propaganda technique based on too little evidence or evidence that ignores exceptions.

Pagination: The number of pages or leaves of a book, manuscript, etc., identified in bibliographical description or cataloging.

Parallelism: The repeated use of sentences, clauses, or phrase with identical or similar structures.

Paraphrase: The restatement of a text or passage giving the meaning in another form.

Parody: Using humor to imitate or mock a person or situation.

Participle: Made by adding –ing, -d, -ed, -n, -en, or –t to the base form of a verb.

Parts of Speech: There are eight parts of speech: verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections.

Passive Voice: Indicates that the subject is being acted upon.
Pastoral: Showing life in the country in an idealistic-and not necessarily realistic-way.

Performance Assessment: An assessment that requires students to construct a response, create a product, or perform a demonstration.

Performance Standards: A definition of what students must know and be able to do, and a description of the quality of student work that meets the standards.

Performance Task: An authentic, meaningful task that requires the students to synthesize knowledge and skills learned and apply them to construct a response or create a product and/or performance that demonstrate understanding.

Personification: Giving qualities of a personal nature or character to inanimate objects or abstract notions.

Persuasive Essay: A writer attempts to convince readers to adopt a particular opinion or to perform a certain action using reason and emotional appeal.

Persuasive Techniques: Using reasons and evidence to convince the readers of the validity of your conclusions.

Phonemic Awareness: Ability to perceive that streams of speech are made up of separate sounds, called phonemes.

Phonics: The system of sound-letter relationships used in reading and writing. The study of the relationship between the letters in written words and the sounds in spoken words.

Picture Book: A book in which the illustrations are as important as the text, and the telling of the story. Note: picture books are often among the first books introduced to children and are usually intended to be read aloud or told to children.

Pictorial Source: A periodical, magazine, or other source in which pictures constitute an important feature and it is primarily photographic.

Plot: The sequence of actions and events in a story or plan and sometimes is called the story line.

Point of View: The vantage point from which the writer tells a story.

- First person: The narrator tells the story from the “I” perspective.
- Third person: The narrator tells the story from an outside perspective.
- Limited narration: The narrator does not know all thoughts of all characters.
- Omniscient narration: The narrator knows all thoughts of all characters.
- Subjective: The point of view involves a personal perspective.
- Objective: The point of view is from a distanced, informational perspective, as in a news story.

Primary Source: An original fundamental and authoritative document pertaining to an event or subject of inquiry; a firsthand or eyewitness account of an event.

Pronoun: Words used as replacements or substitutes for nouns and noun phrases, and that have very general reference such as I, you, he, this, who, what, him, he, me or I.

Propaganda: A style of writing or speaking where information, ideas, or rumors are deliberately spread widely to persuade, help, or harm a person, group, movement, institution, or nation. Proposition: Statement of argument.

Proposition of Fact: A speech or written work that proposes a fact argues that a thesis can be seen as true or false. An opinion statement such as “The new standardized tests required by the state assure school accountability”.

January 2018
Proposition of Policy: A speech or written work that proposes a policy attempts to get the audience to support a particular plan of action. An opinion statement such as “Developing alternatives to using electric energy is a national priority”.

Proposition of Problem: A speech or written work that proposes a problem tries to persuade an audience that a specific problem exists and is serious enough to warrant action. An opinion statement such as “Our city’s nuclear facility poses a health hazard to citizens”.

Proposition of Value: A speech or written work that proposes a value argues the relative merit of a person, place, or thing. It cannot be proven but evidence can be provided to support the belief. An opinion statement such as “A person who does not vote is a poor citizen”.

Public Documents: Informational documents that focus on civic issues or matters of public policy.

Quotation Mark: The marks used to indicate the beginning and end of a quotation, in English usually shown as “at the beginning and” at the end.

Read Aloud: The teacher selects and reads a book or other text to the children. Texts rich in meaning or language and class favorites are read again and again, and are used as a base for other activities.

Reading: The process of understanding written language.

Receptive Vocabulary: Words student understands if someone else uses them. Red Herring: Distracting attention from the real issue.

Reflection: In Rosenblatt’s (1978) transactional theory of reading, a late or final phase of the reader’s evocation of the text is reviewed and evaluated.

Reliability: Consistent, dependable, accurate, and true information or details.

Research Process: A process that defines the topic, gathers information, determines credibility, and reports findings.

Response Journal: A notebook or folder in which students record their reactions to, questions about, and reflections on what they read, view, listen to, and discuss in addition to how they actually go about reading, writing, viewing, listening, and discussing.

Retelling: 1. Restating a story or information in one’s own words. 2. A measure of reading comprehension.

Rhetoric: The study of the effective use of language as a means of communication or persuasion which can be elaborate, pretentious, or insincere such as fiery political rhetoric.

Rhyme: The repetition of vowel sound in accented syllables and all succeeding syllables. A vowel and any following consonants of a syllable such as /ook/ in book or brook, /ik/ in strike, and /a/ in play.

Rubric: A set of scoring guidelines for assessing student work.

Satire: A type of writing or speaking that ridicules the short-comings of people or institutions in an attempt to bring about a change.

Scaffolding: The support a teacher initially gives to students by assisting and supporting aspects of the learning tasks until students can function independently.

Scenario: An outline of the plot of a dramatic work, giving particulars as to the scenes, characters, and situations.

Secondary Source: Information derived from, or about, primary sources, or even from other secondary sources such as an encyclopedia, CD-ROM, a documentary film, a biography, a history book, or an interview with a historian.

Self-Correction Strategies: The student may pause, reread, or ask for help during reading.
Scope: The depth and breadth of the content that is to be covered.
Semicolon: The punctuation mark (;) used to indicate a major division in a sentence where a more distinct separation is felt between clauses or items on a list than is indicated by a comma or as between the two clauses of a compound sentence.
Setting: The time and place of the action in a story, play, or poem. Sequence: The sequential order in which the content is presented and studied.
Shared Reading: An early childhood instructional strategy in which the teacher involves a group of young children in the reading of a particular big book in order to help them learn aspects of beginning literacy, as print conventions and the concepts of word, and develop reading strategies, as in decoding or the use of prediction. The teacher introduces and reads an enlarged text or a small text or a small text of which each child has a copy. On refrains and in multiple readings, children join in, reading in unison.
Shared Writing: Teacher and children work together to compose messages and stories; teacher supports process as scribe.
Similes: Comparisons that use “like” or “as,” such as The stars were like a million diamonds in the sky.
Simple Sentence: A sentence that has one independent clause and no subordinate clause.
Skills: The ability of students to use knowledge effectively and readily in performance, the ability to transform knowledge into action.
Short Vowels: Represents the sound of the a in apple, e in end, the I in igloo, and the u in bus. Though other combinations may also be classified as short, these five are typically considered when teachers and learners explore short vowels.
Soliloquy: Long speeches in which characters, on stage alone, reveal inner thoughts aloud.
Sonnet: A fourteen-line poem, usually written in iambic pentameter that has one of two basic structures (Petrarchan or Italian).
SQ3R (Survey, Question, Read Recite, Review): A study technique through which students survey the text to be read, generate questions based on headings and illustrations, read the material, record major points for later reference, recite what they have learned, and then review the material and their notes.
Stage Designs: Directions and drawings for the setting of a play.
Standards: Statements of specific expectations.
Standards-based Assessment: An assessment in which the criteria are taken directly from the standards.
Standards-based Curriculum: A curriculum designed to produce student understanding and work that demonstrates achievement of the standards.
Standards-based Instruction: Instructional practices designed to help every student achieve the standards.
Strands/Themes: Headings that organize the content or performance standards.
Stereotype: A simplified and standardized conception or image invested with special meaning and held in common by members of a group.
Subordinate Clause: A clause that modifies the principal clause or some part of it or that serves a noun function in the principal clause.
Subordination: Acting as a modifier, as when I finished, which is subordinate to They were glad in They were glad when I finished.
Sweeping Generalization: The technique of using an all-embracing (usually unconsidered) generalization such as “All cats have poor temperaments”.

Syllogism: A form of deductive reasoning consisting of a major premise, a minor premise, and a conclusion; for example, All humans are mortal, the major premise, I am a human, the minor premise, therefore, I am mortal, the conclusion.

Symbolism: The use of an object to represent something else; for example, a dove might symbolize peace.

Theme: A central idea or abstract concept that is made concrete through representation in person, action, and image.

Technical Documents: Informational documents pertaining primarily to or connected with the mechanical arts and the applied sciences.

Tension: The interplay of conflicting elements in a piece of literature.

Text Levels (Gradient of Text): The level of difficulty of texts.


Tone: The attitude a writer takes toward the subject of a work, the characters in it, or the audience.

Trade Book: 1. Fiction and nonfiction books other than literature anthologies and basal readers.
2. In the United States and Canada, for example, a book published for sale to the general public.

Tragedy: A dramatic composition, often in verse, dealing with a serious or somber theme, typically that of a great person destined through a flaw of character or conflict with some overpowering force, as fate or society, to downfall or destruction.

Understanding: Insight into key ideas, as reflected in thoughtful and effective use of knowledge and skills in varied situations.

Usage: The way in which the native language or dialect of a speech community is actually used by its members.

Visual Image-makers: Graphic artists, documentary filmmakers, illustrators, and news photographers.

Vocabulary: Learning what words mean and how to use them.

Voice: The writer’s personality is revealed through the use of voice and it should sound distinctive and natural.

Voice Modulation: Changes in tone.

Workplace Documents: Informational documents pertaining to work.

Writing: The process of communicating with written language.

Writing Process: The process of prewriting, drafting, revising, editing, and publishing-that assists writers.