

# KINDERGARTEN LANGUAGE ARTS



## GUIDE FOR PARENTS

In addition to the literacy skills listed below, family literacy also includes shared conversation at home, daily family reading, modeling of good listening and writing activities, and frequent visits to the library.

### ORAL LANGUAGE

- Listen attentively to stories, directions, and other information.
- Speak in complete sentences when talking about ideas and events.
- Continue a conversation through multiple exchanges.
- Look at a variety of media and be able to tell others about it.

### CONCEPTS OF PRINT

- Know that print carries messages, such as signs, instructions, and stories.
- Identify front/back, left/right of a book, and where text begins and ends.
- Identify all upper- and lower-case letters, and know the difference between words and numbers.
- Identify punctuation in stories and other print media.

### PHONICS AND SPELLING

- Listen and identify words with the same beginning or ending letter sound (*go, good, jump; hat, can, but*).
- Listen to a set of rhyming words and add a word to the list (*rat, fat, c\_\_, fish, dish, w\_\_*).
- Listen and blend syllables to make words (*ta/ble, un/der*).
- Listen and blend consonant letters to ending rhymes to make new words (*find, kind, m\_\_, w\_\_*).
- Hear single letter sounds and blend them into short words (*d-i-d, r-u-n, f-a-t, h-o-p, r-e-d*).
- Name all the letters of the alphabet, both upper and lower case (such as b/B, m/M) in random order.
- Know which letters are consonants and match sound to the correct letter (*mmm/m as in me, b as in big*).
- Know which letters are vowels and say the short sound of each vowel (*i as in it, e as in red*).
- Blend sounds into words and read the word again (*p/i/g, pig; h/i/m, him*).
- Hear and write letters to represent single sounds in words.
- Spell his/her first name and begin to spell a few grade level words correctly.

### VOCABULARY

- Learn the meaning of primary grade words and use them in sentences.
- Use vocabulary learned from listening and speaking to express ideas.
- Understand words that change by adding *ing, ed*, and plural forms (*s, es*).
- Understand meaning of new words by the context of the story or text.

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## COMPREHENSION

- Understand different purposes for reading—entertainment, information, instruction.
- Use prior knowledge to connect to new information.
- Make predictions about what might be next in the story or article.
- Retell in own words most of the ideas or events in what was read.
- Distinguish real from make-believe in different types of writing such as fairy tales, fantasy, fact, poetry, etc.
- Identify information from pictures and other simple graphic representations, such as maps.

## WRITING

- Generate ideas and select topics to be used in shared writing activities.
- Select appropriate words to describe what to include in the writing.
- Write a draft copy to be read and improved for better comprehension.
- Produce a final copy to be published and shared with others.

## FLUENCY

- Name the lower case letters in the alphabet in random order in one minute.
- Name the upper case letters in the alphabet in random order in one minute.
- Read about 25 sight words learned in kindergarten in one minute.
- Read numbers from zero to ten (0–10) fluently and in random order.

# FIRST GRADE LANGUAGE ARTS

# 1

## GUIDE FOR PARENTS

In addition to the skills listed below, family literacy includes shared conversation at home, daily family reading, modeling of good listening and writing activities, and frequent visits to the library.

### ORAL LANGUAGE

- Listen to and understand the meaning and purpose of directions, stories, and other information.
- Listen and follow when given several-step directions.
- Speak in complete sentences with expression and understanding.
- Use new vocabulary learned by listening, reading, and talking about ideas.
- Actively participate in show-and-tell, story sharing, and other language activities.

### CONCEPTS OF PRINT

- Identify messages in print such as signs, labels, and other environmental print.
- Match oral words to printed words while reading.
- Identify words with the same beginning consonant sounds (*kick, kind, like*) and ending consonant sounds (*eat, big, let*).
- Know punctuation marks, such as periods, question marks, exclamation marks, and use them with expression in oral or silent reading.

### PHONICS AND SPELLING

- Hear and count the number of syllables in a word (*re/cess, af/ter/noon*).
- Blend beginning consonants with different rhymes to read new words (*must, just, trust*).
- Identify words with the same beginning and/or ending sound.
- Pronounce the sound of each consonant and each long/short vowel sound.
- Read and write alphabet letters to represent spoken sounds in words.
- Blend letter sounds to read words with consonant/vowel/consonant letters (*d/i/d*).
- Know sounds of consonant blends (*bl, cr, sp*) and digraphs (*th, sh, ch, wh*).
- Know sounds of vowel plus r or w in words such as *how, car, new, and her*.
- Use letter patterns to sound out and read new words fluently.
- Read grade-level contractions (*I'm, she's*) and compound words (*homework, football*).
- Spell grade-level words, using phonics patterns for many words and visual memory for words that cannot be sounded out (*two, said, are, one, you*).

### VOCABULARY

- Use new vocabulary learned by listening, reading, and talking with others.
- Learn the meaning of a variety of grade-level words in stories, information books, etc.
- Increase word knowledge by reading books, word walls, charts, and simple dictionaries.
- Add to word understanding by using the root (base) word and adding prefixes and suffixes in words like *beginning, helpful, and unlocked*.
- Use prior knowledge and context to determine the meaning of new words in stories and other print.

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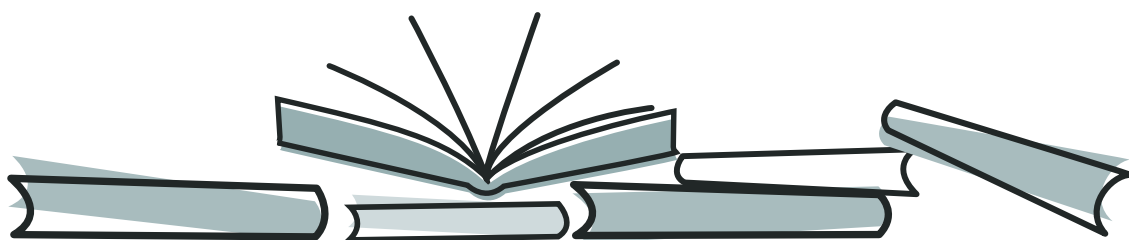


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## COMPREHENSION

- Talk about the purpose of reading and what the author wants the reader to learn.
- Use what is already known to connect new information to oneself, another book, or the world.
- Make predictions about what is happening and ask questions about the text.
- Identify main ideas and draw conclusions about events.
- Retell important ideas/ events learned from reading.
- Recognize characters, setting, series of events, and other information from reading a variety of fairy tales, information books, and realistic fiction.

## WRITING

- Think of ideas for writing and consider who will be the audience.
- Select the words that give meaning and write a *draft* copy. (That means one to be improved!)
- Edit the text and revise/ rewrite with correct punctuation.
- Write text for different purposes, such as stories, letters, reports, etc.
- Share writing with others, using illustrations if needed, and publish work.

## FLUENCY

- Read grade-level stories, with 90 percent of the words correct, at a rate of about 60 words per minute.
- Read correctly 100 first grade sight words in about one minute.

# SECOND GRADE LANGUAGE ARTS



## GUIDE FOR PARENTS

In addition to skills listed below, family literacy includes shared conversation at home, daily family reading, modeling of good listening and writing activities, and frequent visits to the library.

### LANGUAGE

- Listen to and understand directions, stories, other information, and respond appropriately.
- Speak clearly, in complete sentences, with expression and understanding.
- Identify reasons for viewing media; know the difference between fact and fiction, and other information.
- Increase language use by sharing books, choral reading, giving reports, and retelling experiences.

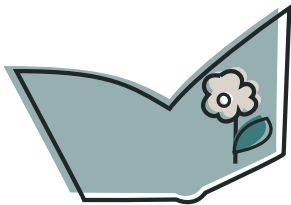
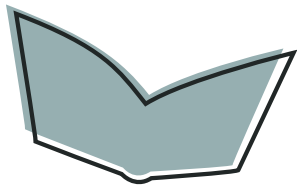


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### PHONICS AND SPELLING

- Name and write the letters of the alphabet, and pronounce the vowel and consonant sounds.
- Blend sounds to pronounce words, including consonant blends, digraphs (*th, sh, ch, wh*), vowel teams (*ee, oa, ay, oo, ow*) and r-controlled vowel sounds (*ar, or, ir, er, ur*).
- Read grade-level words, including contractions and compound words, with comprehension.
- Identify phonics patterns, and apply these skills when pronouncing new words met in reading.
- Use knowledge of root words, prefixes, suffixes and other syllable patterns to pronounce and understand new or longer words such as *happy, unhappy, happiness; animal, everyone, remember*.
- Use word families (*-ake, -ell*), short and long vowel sounds, and other patterns to spell new words.
- Learn the spelling of words that cannot be sounded out, and visualize words when writing them.
- Use what is known about spelling patterns when spelling new words.

### VOCABULARY

- Use new vocabulary learned by listening, reading, and talking with others.
- Learn the meaning of a variety of words, used in stories, science, social studies, and other subjects.
- Use easy dictionaries and other sources to determine the meaning of new words.
- Increase vocabulary by connecting new words and concepts to what is already known, such as that *water, milk, punch* are *liquids*; *houses, streets, and school* make up our *community*; *snow, wind, and cold* describe *blizzard*.
- Add to word understanding by using root (base) words and adding prefixes and suffixes such as *happy/happiness, unhappy*; or by making two words into a contraction, such as *I am/I'm; he will/he'll*.
- Use context to learn the meaning of new words such as *They walked carefully on the icy path*.
- Learn words that are opposite in meaning such as *top/bottom, morning/afternoon*; or that have several different meanings, such as words like *yard, spring, rock*, and many others.

### COMPREHENSION

- Talk about the purpose of reading and what the author wants the reader to learn.
- Use what is already known to connect the new information to oneself, another book, or the world.
- Ask questions about what is read and make predictions about what is next, using the title, pictures, and other information to help you understand better.
- Locate facts, tell what the main idea is, and list some of the details in information text.
- Identify characters, setting, and sequence of events in stories, including problem/solution ideas.
- Know what information is given in diagrams, table of contents, glossaries, and other features.
- Recognize cause/effect, comparison/contrast, and other information that helps understanding ideas.
- Enjoy a variety of print such as fairy tales, fiction, poetry, newspapers, magazines, and other sources.

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# 2

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## WRITING

- Think of ideas to write about from reading stories and other information, and consider who will be the audience.
- Select a topic, list some important words to use, and write a *draft* copy. (That means one to be improved!)
- Read what you wrote, and make changes that make your message clearer; re-write it with corrections.
- Write text for different purposes, such as lists, labels, signs, stories, letters, reports, etc.
- Share your writing with family and friends, using illustrations if needed, then publish your work.

## FLUENCY

- Read grade-level stories and other text at approximately 80 words per minute with 95-100 percent accuracy.
- Read in phrases, using punctuation and other clues to add expression and meaning.

# THIRD GRADE LANGUAGE ARTS

# 3

## GUIDE FOR PARENTS

In addition to the skills listed below, family literacy includes shared conversation at home, daily family reading, modeling of good listening and writing activities, and frequent visits to the library.

### LANGUAGE

- Listen and show understanding by following directions, answering questions, and providing other information.
- Speak clearly, in complete sentences, with expression and understanding.
- Know reasons for watching programs, and identify main ideas and details in fact, fiction, and fantasy viewing.
- Learn several ways of presenting stories and reports, and participating in drama activities.

### SPELLING

- Use word families, common patterns, and other skills to spell more new words.
- Spell correctly grade level words, including compound words, plural endings, and contractions.
- Learn the spelling of more difficult words that cannot be sounded out, such as *because*, *enough*, and *would*.
- Connect the spelling of new words to patterns already known (*drive/driving*, *box/boxes*, *help/helpful*).

### VOCABULARY

- Use new vocabulary learned by listening, reading, and talking with others about many topics.
- Learn the meaning of and use a variety of grade-level words from stories, art, science, and other subjects.
- Use dictionaries, glossaries, and other sources to determine the meaning of new words.
- Increase vocabulary by connecting new words and concepts to what is already known, such as knowing that *nation/national/international* are related ideas, as are *planet/planetarium*.
- Add to word meaning by knowing how prefixes and suffixes change base or root words.
- Use context to figure out the meaning of synonyms, homonyms, and multiple-meaning words.

### COMPREHENSION

- Think about the purpose of reading and what the author wants the reader to learn.
- Use what is already known to connect the new information to oneself, another book, or the world.
- Ask questions about what is read and make predictions about what may be coming next in the text.
- Locate facts and think about details to understand the main ideas in information text.
- Identify characters, setting, and sequence of events in stories, including problem/solution ideas.
- Know what information is given in diagrams, tables of contents, glossaries, charts, and other features.
- Learn that different structures in text help comprehension, such as cause/effect, comparison/contrast.
- Enjoy a variety of reading such as fairy tales, fiction, poetry, newspapers, magazines, and other sources.



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# 3

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## WRITING

- Think of ideas to write about from reading and other experiences, select a topic, and decide on your audience.
- List some important words/ideas about the topic and write a *draft* copy. (That means one to be improved!)
- Read what you wrote, make changes to make your writing better understood, and rewrite it with corrections.
- Use strong verbs, interesting adjectives, and vivid language that states your message well.
- Write text for different purposes, such as lists, labels, stories, letters, reports, journals, poetry, etc.
- Share your writing with family, teachers, friends, using illustrations if needed, then publish your work.

## FLUENCY

- Read grade-level text at a rate of approximately 100 words per minute with 95–100 percent accuracy.
- Read grade-level stories in meaningful phrases, using expression and punctuation clues.
- Read correctly and automatically 300 third grade high-frequency/sight words.



# FOURTH GRADE LANGUAGE ARTS

# 4

## GUIDE FOR PARENTS

In addition to the skills listed below, family literacy includes shared conversation at home, daily family reading, modeling of good listening and writing activities, and frequent visits to the library.

### LANGUAGE

- Know the reason for listening, such as to follow directions, get information, or be entertained.
- Show comprehension by following multiple-step directions, answering questions, and summarizing information.
- Speak clearly, in complete and extended sentences, with expression, tone, and subject/verb agreement.
- Know reasons for viewing media, identify main ideas, and distinguish between fact, fiction, and fantasy.
- Use a variety of formats in presenting stories and reports, and participating in dramatic activities.

### SPELLING

- Use word families, common patterns and other skills to spell increasing numbers of new words.
- Spell correctly words with roots, prefixes, suffixes, and other word parts (disapprove, celebration).
- Learn spelling of more difficult words, especially those in subject matter, such as honor, triangle, mineral.
- Apply what is already known to spell new words, and visualize words to help remember the spelling.

### VOCABULARY

- Use new vocabulary learned by listening, reading, and talking with others about many topics.
- Learn the meaning of and use a variety of grade-level words from stories, art, science, and other subjects.
- Use dictionaries, glossaries, and other sources to determine the meaning of new words.
- Increase vocabulary by connecting new words and concepts to what is already known, such as knowing that *nation/national/international* are related ideas as are *planet/planetarium*.
- Identify the meaning of new words using root words and affixes, such as *respect/disrespectful*.
- Think of clues in words, sentences, and paragraphs to learn the meaning of key words, words with similar meanings (*pretty/attractive*), and expressions such as “*Hit the sack*” and “*It’s a piece of cake*.”
- Use context to determine meaning of synonyms, homonyms, and multiple-meaning words.

### COMPREHENSION

- Identify the purpose of reading text and think of what the author wants the reader to learn.
- Use what is known to connect the new information to oneself, another book, or to the world.
- Ask questions about what is read and make predictions about what may be coming next.
- Locate facts and think about details to understand the main ideas in information text.
- Summarize in your own words the important ideas/events with details about what you are reading.
- Identify characters, setting, and sequence of events in stories, including problem/solution ideas.
- Know what information is given in diagrams, table of contents, glossaries, charts and other features.
- Recognize different structures in text help comprehension, such as cause/effect, comparison/contrast.
- Enjoy a variety of reading such as fairy tales, fiction, poetry, newspapers, magazines, and other sources.



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# 4

## WRITING

- Think of ideas to write about in reading and other experiences, select a topic, and decide on your audience.
- List some important words/ideas about the topic and write a draft copy. (That means one to be improved!)
- Read what you wrote, make changes to make the writing better understood, and rewrite it with corrections.
- Use strong verbs, interesting language, and strong endings that state your message well.
- Write text for different purposes, such as lists, labels, stories, letters, reports, journals, poetry, etc.
- Share your writing with family, friends, and others, using illustrations if needed, then publish your work.

## FLUENCY

- Read grade-level text at a rate of approximately 120-150 words per minute with 95-100 percent accuracy.
- Read grade-level stories in meaningful phrases using expression and punctuation.
- Read a greater amount of subject matter text with automaticity and understanding.

# FIFTH GRADE LANGUAGE ARTS

# 5

## GUIDE FOR PARENTS

In addition to the skills listed below, family literacy includes shared conversation at home, daily family reading, modeling of good listening and writing activities, and frequent visits to the library.

### LANGUAGE

- Know the reason for listening, such as to follow directions, get information, or be entertained.
- Show comprehension by following multiple-step directions, clarifying information, giving an opinion, understanding both verbal and nonverbal messages, and knowing the purpose for listening.
- Speak clearly, in complete and extended sentences, with expression, tone, and subject/verb agreement.
- Know the purposes for viewing media, identify main ideas, and distinguish between fact, fiction, and fantasy.
- Use a variety of formats when presenting stories and reports, and participating in dramatic activities.

### SPELLING

- Use word families, common patterns and other skills to spell increasing numbers of new words.
- Correctly spell words with roots, prefixes, suffixes, and other word parts (*disappointment, celebration*).
- Learn the spelling of more difficult words, especially those in subject matter, such as *honor* and *triangle*.
- Apply what is already known to spell new words, and visualize words to help remember the spelling.

### VOCABULARY

- Use new vocabulary learned by listening, reading, and talking with others about many topics.
- Learn the meaning of and use a variety of grade-level words from stories, art, science, and other subjects.
- Use dictionaries, glossaries, and other sources to determine the meaning of new words.
- Determine levels of meaning between related words such as *pioneers, settlers, migrate, territory*.
- Identify the meaning of new words using root words and affixes, like *discovered, beautiful, description*.
- Think of clues in words, sentences, and paragraphs to learn meaning of key words, words with similar meanings (*tools/instruments*), expressions like "*have a heart*," "*being dead tired*," "*keep your cool*," and proverbs such as "*Early to bed, early to rise, makes a man healthy, wealthy, and wise*."
- Use context to determine meaning and pronunciation of synonyms, antonyms, homonyms (*threw/through*), and multiple-meaning word such as *figure, object, table, produce*, and other grade-level words.



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# 5

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## COMPREHENSION

- Identify the purpose of reading text and think of what the author wants the reader to learn.
- Use what is known to connect the new information to oneself, another book, or to the world.
- Ask questions about what is read and make predictions about what may be coming next.
- Locate facts and think about details to understand the main ideas in information text.
- Summarize in your own words important ideas/events with details about what you are reading.
- Identify characters, setting, and sequence of events in stories, including problem/solution ideas.
- Know what information is given in diagrams, table of contents, glossaries, charts and other features.
- Recognize different structures in text help comprehension, such as cause/effect, comparison/contrast.
- Enjoy a variety of reading such as fairy tales, fiction, poetry, newspapers, magazines, and other

## WRITING

- Think of ideas to write about in reading and other experiences, select a topic, and decide on your audience.
- List some important words/ideas about the topic and write a draft copy. (That means one to be improved!)
- Read what you wrote, change it to make your writing better understood, and rewrite it with corrections.
- Use strong verbs, interesting language, and vivid endings that state your opinion or convey your message well.
- Write for different purposes such as stories, letters, reports, journals, poetry, etc.
- Share your writing with family, friends, and others, using illustrations if needed, then publish your work.

## FLUENCY

- Read grade-level text at a rate of approximately 120-150 words per minute with 95-100 percent accuracy.
- Read grade-level stories in meaningful phrases, using expression and punctuation.
- Read a greater amount of subject matter text with accuracy, automaticity and understanding.

# SIXTH GRADE LANGUAGE ARTS

## GUIDE FOR PARENTS

In addition to the skills listed below, family literacy includes shared conversation at home, daily family reading, modeling of good listening and writing activities, and frequent visits to the library.



### ORAL LANGUAGE

- Know the reason for listening, such as to follow directions, get information, or be entertained.
- Show comprehension by following multiple-step directions, clarifying information, giving an opinion, understanding both verbal/nonverbal messages, emotion, and knowing the purpose for listening.
- Speak clearly, in complete and extended sentences, with expression, tone, and subject/verb agreement.
- Know the purpose for viewing media, identify main ideas, determine bias, and separate fact, fiction, fantasy.
- Use a variety of formats when presenting stories and reports, and participating in dramatic activities.

### SPELLING

- Use word families, common patterns, some Greek/Latin roots to spell increasing numbers of new words.
- Correctly spell words with roots, prefixes, suffixes, and other word parts (*paragraph, beautiful, whether*).
- Learn spelling of more difficult words, especially those in subject matter, such as *regional, Europe, Asia*.
- Apply what is already known to spell new words, and visualize words to help you remember the spelling.

### VOCABULARY

- Use new vocabulary learned by listening, reading, and talking with others about many topics.
- Learn the meaning of and use a variety of grade-level words from stories, art, science, and other subjects.
- Use dictionaries, glossaries, and other sources to determine the meaning of new words.
- Determine levels of meaning between related words such as *nation, national, international*.
- Identify the meaning of new words using root words and affixes, like *planetarium, spectacular, global*.
- Think of clues in words, sentences, and paragraphs to learn meaning of key words, words with similar meanings (*tools/instruments*), expressions such as “*Cut it out!*” or “*feeling blue*,” and some proverbs such as “*A stitch in time saves nine...*” or “*An apple a day keeps the doctor away.*”
- Use context to determine meaning and pronunciation of synonyms, antonyms, homonyms (*threw/through*), and multiple-meaning word such as *figure, object, table, produce*, and other grade level words.

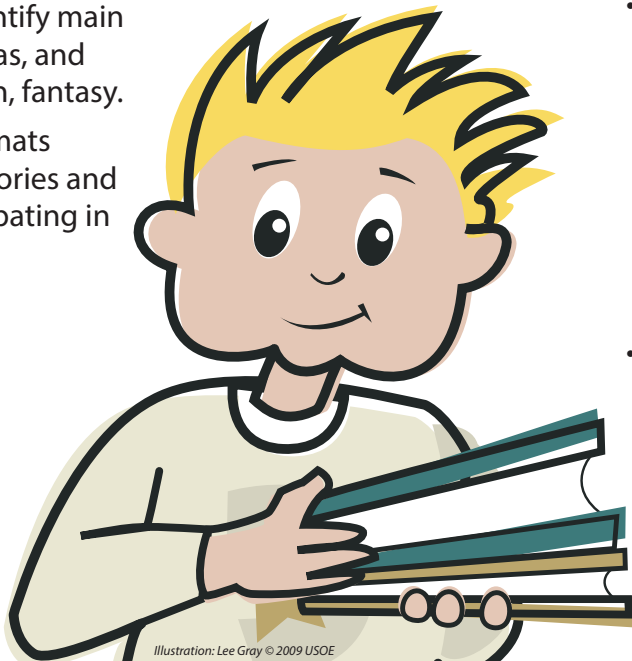


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# 6

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## COMPREHENSION

- Identify the purpose of reading text and think of what the author wants the reader to learn.
- Use what is known to connect the new information to oneself, another book, or to the world.
- Ask yourself questions about what is read and make predictions about what may be coming next.
- Locate facts and think about details to understand the main ideas in information text.
- Summarize in your own words important ideas/events with details about what you are reading.
- Identify characters, setting, and sequence of events in stories, including problem/solution ideas.
- Know what information is given in diagrams, table of contents, glossaries, charts and other features.
- Recognize different structures in text help comprehension, such as cause/effect, comparison/contrast.
- Enjoy a variety of reading such as fairy tales, fiction, poetry, newspapers, magazines, and other sources.

## WRITING

- Think of ideas to write about from reading and other experiences, select a topic, and decide on your audience.
- List some important words/ideas about the topic and write a draft copy. (That means one to be improved!)
- Read what you wrote, change it to make your writing better understood, and rewrite it with corrections.
- Use strong verbs, interesting language, and strong endings that state your opinion or convey your message well.
- Write text for different purposes, such as stories, letters, reports, journals, poetry, etc.
- Share your writing with family, friends, and others, using illustrations if needed, then publish your work.

## FLUENCY

- Read grade-level text at a rate of approximately 120–150 words per minute with 95–100 percent accuracy.
- Read grade-level stories in meaningful phrases, using expression and punctuation.
- Read a greater amount of subject matter text with automaticity and understanding.