

Academic Standards for Reading, Writing, Speaking, and Listening

Pre-K - 3
REVISED – May 18, 2010



Pennsylvania Department of Education

These standards are offered as a voluntary resource for Pennsylvania's schools and await action by the State Board of Education.

ELEMENTARY STANDARDS
 GRADES Pre-K-3
 Reading, Writing, Speaking, and Listening

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ELEMENTARY STANDARDS
GRADES Pre-K-3
Reading, Writing, Speaking, and Listening

II. INTRODUCTION

This document includes Reading, Writing, Speaking, and Listening Standards:

- ◇ 1.1. Reading Independently
- ◇ 1.2. Reading, Analyzing, and Interpreting Text
- ◇ 1.3. Reading, Analyzing, and Interpreting Literature –Fiction and Non Fiction
- ◇ 1.4. Types of Writing
- ◇ 1.5. Quality of Writing
- ◇ 1.6. Speaking and Listening
- ◇ 1.7. Characteristics and Functions of the English Language
- ◇ 1.8. Research
- ◇ 1.9. Information, Communication, and Literacy Technology

The Reading, Writing, Speaking, and Listening Standards describe what students should know and be able to do with the English language at grade levels. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students’ needs.

The language arts—Reading, Writing, Speaking, and Listening — are unique because they are processes that students use to learn and make sense of their world. Students do not read “reading” they read about history, science, mathematics and other content areas as well as about topics for their interest and entertainment. Similarly, students do not write “writing” they use written words to express their knowledge and ideas and to inform or entertain others.

Because of the unique nature of the language arts, all teachers in a school will use the Reading, Writing, Speaking, and Listening Standards. The standards define the skills and strategies employed by effective readers and writers; therefore, all teachers will assist their students in learning them through multiple classroom situations in all the subject areas.

The Reading, Writing, Speaking, and Listening Standards also provide parents and community members with information about what students should know and be able to do as they progress through the educational program and at graduation. With a clearly defined target provided by the standards, parents, students, educators and community members become partners in learning success.

A glossary is included to assist the reader in understanding terminology contained in the standards. Words in bold faced text are included in the glossary.

ELEMENTARY STANDARDS
GRADES Pre-K-3
Reading, Writing, Speaking, and Listening

1.1. Reading Independently Students apply a wide range of strategies.						
1.1.PK. GRADE Pre-K		1.1.K. GRADE K		1.1.1. GRADE 1	1.1.2. GRADE 2	1.1.3. GRADE 3
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
Purposes for Reading	1.1.PK.A. Use a variety of text during play.	1.1.K.A. Identify the purpose and type (fiction and nonfiction) of text.	1.1.1.A. Identify the author's purpose and type of text.	1.1.2.A. Identify the author's purpose and type, using various genre.	1.1.3.A. Identify the author's purpose and type, using grade level text.	
	1.1.PK.B. Employ word recognition techniques: <ul style="list-style-type: none"> • Associate some letters with their names and sounds. • Differentiate letters from numbers. • Identify familiar words in environmental print. 	1.1.K.B. Employ word recognition techniques: <ul style="list-style-type: none"> • Use association strategies to identify letters. • Demonstrate phonological awareness through the segmenting and blending of phonemes. • Use knowledge of letter sound correspondence (alphabetic principle) to decode words in context. 	1.1.1.B. Demonstrate: <ul style="list-style-type: none"> • Phonological awareness through phoneme manipulation. • Knowledge of letter sound correspondence (alphabetic principle) to decode and encode words. 	1.1.2.B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.	1.1.3.B. Use knowledge of phonics, word recognition (e.g., root words, prefixes, suffixes, and syllabication), and context clues to decode and understand new words during reading.	
	1.1.PK.C. Use new vocabulary when speaking.	1.1.K.C. Expand oral language through the use of an increasingly robust vocabulary.	1.1.1.C. Use increasingly robust vocabulary in oral and written language.	1.1.2.C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.	1.1.3.C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a reading vocabulary.	

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1.1. Reading Independently Students apply a wide range of strategies.					
1.1.PK. GRADE Pre-K		1.1.K. GRADE K		1.1.1. GRADE 1	
				1.1.2. GRADE 2	
				1.1.3. GRADE 3	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
Comprehension and Interpretation	1.1.PK.D. Demonstrate listening comprehension/ understanding before, during, and after reading through strategies such as answering questions, retelling, and connecting to prior knowledge.	1.1.K.D. Demonstrate listening comprehension/ understanding before, during, and after reading through strategies such as think aloud, retelling, summarizing, and connecting to prior knowledge.	1.1.1.D. Demonstrate listening and reading comprehension / understanding before reading, during reading, and after reading through strategies such as think aloud, retelling, summarizing, connecting to prior knowledge, and non-linguistic representations.	1.1.2.D. Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.	1.1.3.D. Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
	1.1.PK.E. Apply knowledge of letters and sounds to read simple words.	1.1.K.E. Demonstrate accuracy and automaticity in phoneme segmentation, letter naming, letter-sound correspondence and blending (decoding) simple words.	1.1.1.E. Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.	1.1.2.E. Demonstrate accuracy and automaticity, in oral reading of grade level text.	1.1.3.E. Demonstrate fluency in oral reading of grade level texts.

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Reading, Writing, Speaking, and Listening

1.2. Reading, Analyzing and Interpreting Text					
Students read, understand, and respond to informational text.					
1.2.PK. GRADE Pre-K		1.2.K. GRADE K	1.2.1. GRADE 1	1.2.2. GRADE 2	1.2.3. GRADE 3
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
Text Organization	1.2.PK.A. Identify beginning and end of a story.	1.2.K.A. Identify components of text organization.	1.2.1.A. Demonstrate concepts of print Identify text organization and use content to derive meaning from text.	1.2.2.A. Use text organization and content to derive meaning from text using criteria.	1.2.3.A. Analyze text organization and content to derive meaning from text using criteria.
Fact and Opinion	1.2.PK.B. Differentiate between real and make believe in a text.	1.2.K.B. Identify facts from informational text.	1.2.1.B. Identify the difference between facts and opinions within a text.	1.2.2.B. Differentiate fact from opinion within a text.	1.2.3.B. Differentiate fact from opinion within a text.
Essential and Nonessential Text	1.2.PK.C. Intentionally Blank	1.2.K.C. Identify important information within an informational text, with teacher guidance and support.	1.2.1.C. Identify essential information within and across a variety of texts.	1.2.2.C. Identify essential and nonessential information within and across a variety of texts.	1.2.3.C. Distinguish between essential and nonessential information within and across a variety of texts, identifying exaggeration (bias) where present.

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1.2. Reading, Analyzing and Interpreting Text						
Students read, understand, and respond to informational text.						
1.2.PK. GRADE Pre-K		1.2.K. GRADE K		1.2.1. GRADE 1	1.2.2. GRADE 2	1.2.3. GRADE 3
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
Inferences	1.2.PK.D. Use illustration clues and story sequence to infer and predict what happens next in a story.	1.2.K.D. Make predictions, draw conclusions and explain whether or not predictions are confirmed, with adult assistance.	1.2.1.D. Make inferences and draw conclusions citing evidence from the text to support answers.	1.2.2.D. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.	1.2.3.D. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.	
Text Analysis and Evaluation	1.2.PK.E. Intentionally Blank	1.2.K.E. Identify and respond to essential content of text.	1.2.1.E. Read and respond to essential content of text.	1.2.2.E. Read, understand, and respond to essential content of text in all academic areas.	1.2.3.E. Read, understand, and respond to essential content of text in all academic areas.	

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 GRADES Pre-K-3
 Reading, Writing, Speaking, and Listening

1.3. Reading, Analyzing, and Interpreting Literature - Fiction and Non-Fiction						
Students read and respond to works of literature.						
1.3.PK. GRADE Pre-K		1.3.K. GRADE K		1.3.1. GRADE 1	1.3.2. GRADE 2	1.3.3. GRADE 3
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
Analysis and Evaluation	1.3.PK.A. Respond to works of literature.	1.3.K.A. Respond to works of literature.	1.3.1.A. Read, understand, and respond to works of literature.	1.3.2.A. Read, understand, and respond to works from various genres of literature.	1.3.3.A. Read, understand, and respond to works from various genres of literature.	
Literary Genres	1.3.PK.B. Recognize different types of genres such as poetry and fiction, with adult assistance.	1.3.K.B. Recognize different types of genres such as poetry and fiction.	1.3.1.B. Recognize different types of genres such as poetry, drama, and fiction.	1.3.2.B. Recognize and identify different types of genres such as poetry, drama, and fiction.	1.3.3.B. Recognize and identify different types of genres such as poetry, drama, and fiction.	
Literary Elements	1.3.PK.C. Identify literary elements (characters and events) in stories.	1.3.K.C. Identify literary elements (characters, settings, and problems) in stories.	1.3.1.C. Identify literary elements (characters, setting, and main idea) in selected readings.	1.3.2.C. Identify literary elements (characters, setting, and plot) in selected readings.	1.3.3.C. Identify literary elements (characters, setting, and plot) in selected readings .	
Literary Devices	1.3.PK.D. Recognize rhyming words in selected readings, with adult assistance.	1.3.K.D. Recognize literary devices (e.g., rhyming, alliteration).	1.3.1.D. Identify literary devices in selected readings (e.g., personification , rhyming, alliteration).	1.3.2.D. Identify literary devices in selected readings (e.g., personification , onomatopoeia , alliteration).	1.3.3.D. Identify literary devices in selected readings (e.g., personification , simile , alliteration).	

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1.4. Types of Writing					
Students write for different purposes and audiences.					
1.4.PK. GRADE Pre-K		1.4.K. GRADE K	1.4.1. GRADE 1	1.4.2. GRADE 2	1.4.3. GRADE 3
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
Narrative	1.4.PK.A. Write, dictate or illustrate to convey ideas for a specific purpose.	1.4.K.A. Write, dictate or illustrate to convey ideas for a specific purpose.	1.4.1.A. Write, dictate, or illustrate descriptive poems and stories that include literary elements .	1.4.2.A. Write organized, detailed descriptive poems and stories that include literary elements .	1.4.3.A. Write poems and stories. <ul style="list-style-type: none"> • Include detailed descriptions of people, places, and things. • Include literary elements.
Informational	1.4.PK.B. Write, dictate, or illustrate to communicate information.	1.4.K.B. Write, dictate, or illustrate to communicate information.	1.4.1.B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, instructions).	1.4.2.B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).	1.4.3.B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, reports, instructions).
Persuasive	1.4.PK.C. Intentionally Blank	1.4.K.C. Intentionally Blank	1.4.1.C. Intentionally Blank	1.4.2.C. Intentionally Blank	1.4.3.C. Intentionally Blank

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1.5. Quality of Writing						
Students write clear and focused text to convey a well-defined perspective and appropriate content.						
1.5.PK. GRADE Pre-K		1.5.K. GRADE K		1.5.1. GRADE 1	1.5.2. GRADE 2	1.5.3. GRADE 3
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
Focus	1.5.PK.A. Illustrate or dictate to an adult about one specific topic.	1.5.K.A. Write about one specific topic.	1.5.1.A. Identify and write about one specific topic.	1.5.2.A. Write with a focus , with an understanding of topic and audience.	1.5.3.A. Write with a focus , with an understanding of topic, task, and audience.	
Content	1.5.PK.B. Generate ideas for a picture, story, or shared writing.	1.5.K.B. Generate ideas and identify content appropriate for the topic.	1.5.1.B. Develop content appropriate for the topic. <ul style="list-style-type: none"> • Gather and organize information, incorporating details relevant to the topic. • Write a series of related sentences with one central idea. 	1.5.2.B. Develop content appropriate for the topic. <ul style="list-style-type: none"> • Gather and organize information, incorporating details relevant to the topic. • Write a series of related sentences or paragraphs with one central idea. 	1.5.3.B. Develop content appropriate for the topic. <ul style="list-style-type: none"> • Gather and organize information, incorporating details relevant to the topic. • Write a series of related sentences or paragraphs with one central idea. 	

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1.5. Quality of Writing						
Students write clear and focused text to convey a well-defined perspective and appropriate content.						
1.5.PK. GRADE Pre-K		1.5.K. GRADE K		1.5.1. GRADE 1	1.5.2. GRADE 2	1.5.3. GRADE 3
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
Organization	1.5.PK.C. Intentionally Blank	1.5.K.C. Write words and simple sentences in a logical order.	1.5.1.C. Organize writing in a logical order.	1.5.2.C. Organize writing in a logical order. <ul style="list-style-type: none"> • Include a recognizable beginning, middle, and end. 	1.5.3.C. Organize writing in a logical order. <ul style="list-style-type: none"> • Include a recognizable beginning, middle, and end. 	
Style	1.5.PK.D. Intentionally Blank	1.5.K.D. Write using illustrations and descriptive words.	1.5.1.D. Write using adjectives, precise nouns, and action verbs.	1.5.2.D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.	1.5.3.D. Write, developing an awareness of style , using a variety of sentence structures, adjectives, precise nouns, and action verbs.	
Revising	1.5.PK.E. Intentionally Blank	1.5.K.E. Revise writing by adding details or missing information with adult assistance.	1.5.1.E. Revise writing by adding details or missing information.	1.5.2.E. Revise writing to improve detail and order by identifying missing information.	1.5.3.E. Revise writing to improve detail and order by identifying missing information and determining whether ideas follow logically.	

ELEMENTARY STANDARDS
 GRADES Pre-K-3
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1.5. Quality of Writing						
Students write clear and focused text to convey a well-defined perspective and appropriate content.						
1.5.PK. GRADE Pre-K		1.5.K. GRADE K		1.5.1. GRADE 1	1.5.2. GRADE 2	1.5.3. GRADE 3
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
Convention	1.5.PK.F. Use age appropriate conventions of language when writing, with adult assistance.	1.5.K.F. Use grade appropriate conventions of language when writing and editing, with adult assistance.	1.5.1.F. Use grade appropriate conventions of language when writing and editing.	1.5.2.F. Use grade appropriate conventions of language when writing and editing.	1.5.3.F. Use grade appropriate conventions of language when writing and editing.	
	<ul style="list-style-type: none"> • Create letter forms using various materials. • Print letters in name using conventional print. • Use invented spelling. 	<ul style="list-style-type: none"> • Begin to form letters correctly. • Use correct spacing. • Spell words modeled in classroom correctly. • Begin to use capital letters correctly. • Begin to use end punctuation marks. • Create simple sentences. 	<ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Begin to use correct grammar and sentence formation. 	<ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. 	<ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. 	

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1.6. Speaking and Listening					
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.					
1.6.PK. GRADE Pre-K		1.6.K. GRADE K		1.6.1. GRADE 1	
1.6.2. GRADE 2		1.6.3. GRADE 3			
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
Listening Skills / Discussion	1.6.PK.A. Listen attentively and respond in conversation.	1.6.K.A. Listen and respond appropriately to others in small and large group situations.	1.6.1.A. Listen actively and respond to others in small and large group situations with appropriate questions and ideas.	1.6.2.A. Listen actively and respond to others in small and large group situations. • Respond with grade level appropriate questions, ideas, information, or opinions.	1.6.3.A. Listen critically and respond to others in small and large group situations. • Respond with grade level appropriate questions, ideas, information, or opinions.
	1.6.PK.B. Speak in simple sentences. Share experiences when asked.	1.6.K.B. Speak clearly enough to be understood by all audiences using appropriate volume. Share stories, familiar experiences, and interests, employing gestures where appropriate.	1.6.1.B. Use appropriate volume and clarity in individual or group situations. Deliver brief oral presentations on a topic supported by visual aids.	1.6.2.B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.	1.6.3.B. Use appropriate volume and clarity in formal speaking presentations.

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1.7. Characteristics and Functions of the English Language						
Students recognize formal and informal language and its use in speech, writing, and literature.						
1.7.PK. GRADE Pre-K		1.7.K. GRADE K		1.7.1. GRADE 1	1.7.2. GRADE 2	1.7.3. GRADE 3
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
Formal and Informal Language	1.7.PK.A. Intentionally Blank	1.7.K.A. Intentionally Blank	1.7.1.A. Recognize formal and informal language used in speech.	1.7.2.A. Recognize formal and informal language used in speech, writing, and literature.	1.7.3.A. Recognize formal and informal language used in speech, writing, and literature.	

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1.8. Research					
Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.					
1.8.PK. GRADE Pre-K		1.8.K. GRADE K	1.8.1. GRADE 1	1.8.2. GRADE 2	1.8.3. GRADE 3
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
Inquiry Based Process	1.8.PK.A. Ask questions about topics of personal interest to gain information.	1.8.K.A. Ask appropriate questions on a variety of topics.	1.8.1.A. Generate appropriate questions about a topic.	1.8.2.A. Generate questions and locate answers about a specific topic.	1.8.3.A. Follow an inquiry-based process in seeking knowledge.
	1.8.PK.B. Locate information on identified topics with teacher guidance.	1.8.K.B. Locate information on identified topics with teacher guidance.	1.8.1.B. Locate and discuss information on an identified topic in a small group, with teacher guidance.	1.8.2.B. Conduct research on self-selected or assigned topics using specified sources .	1.8.3.B. Conduct inquiry and research on self-selected or assigned topics using specified sources and strategies.
Location of Information and Citing Sources					

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Organization and Production of Final Product	1.8.PK.C. Intentionally Blank	1.8.K.C. Create and explain a research-based project with adult assistance.	1.8.1.C. Create and explain a research-based project in a small group.	1.8.2.C. Share and explain the results of research using visual aids.	1.8.3.C. Present the results of research , using appropriate visual aids and citing sources .
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1.9. Information, Communication, and Technology Literacy						
Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.						
1.9.PK. GRADE Pre-K	1.9.K. GRADE K	1.9.1. GRADE 1	1.9.2. GRADE 2	1.9.3. GRADE 3		
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
Media and Technology Resources	1.9.PK.A. Use age appropriate technology, with adult assistance.	1.9.K.A. Gain information using media and technology resources with adult assistance.	1.9.1.A. Use media and technology resources for directed learning activities.	1.9.2.A. Use media and technology resources for directed and independent learning activities.	1.9.3.A. Use media and technology resources for directed and independent learning activities.	
	1.9.K.B. Intentionally Blank	1.9.K.B. Identify different types of media.	1.9.1.B. Identify different types of media and what purposes they may serve.	1.9.2.B Select media sources to locate information.	1.9.3.B. Understand media as a source of information and entertainment.	
Evaluating Media Sources						

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III. GLOSSARY

Alliteration:	The repetition of initial consonant sounds in neighboring words.
Analysis:	The process or result of identifying the parts of a whole and their relationships to one another.
Antonym:	A word that is the opposite of another word.
Characterization:	The method an author uses to reveal characters and their various personalities.
Compare:	Place together characters, situations or ideas to show common or differing features in literary selections.
Context clues:	Information from the reading that identifies a word or group of words.
Conventions of language:	Mechanics, usage and sentence completeness.
Evaluate:	Examine and judge carefully.
Fluency:	The clear, easy, written or spoken expression of ideas. Freedom from word-identification problems which might hinder comprehension in silent reading or the expression of ideas in oral reading.
Focus:	The center of interest or attention.
Genre:	A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry).
Homophone:	One of two or more words pronounced alike, but different in spelling or meaning (e.g., hair/hare, scale (fish)/scale (musical)).
Hyperbole:	An exaggeration or overstatement (e.g., <i>I was so embarrassed I could have died.</i>)
Irony:	The use of a word or phrase to mean the exact opposite of its literal or usual meaning; incongruity between the actual result of a sequence of events and the expected result.

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Literary elements:	The essential techniques used in literature (e.g., characterization , setting, plot, theme).
Literary devices:	Tools used by the author to enliven and provide voice to the writing (e.g., dialogue, alliteration).
Metaphor:	The comparison of two unlike things in which no words of comparison (<i>like</i> or <i>as</i>) are used (e.g., <i>That new kid in class is really a squirrel.</i>).
Narrative:	A story, actual or fictional, expressed orally or in writing.
Personification:	An object or abstract idea given human qualities or human form (e.g., <i>Flowers danced about the lawn.</i>).
Phonics:	The relationship between letters and sounds fundamental in beginning reading.
Point of view:	The way in which an author reveals characters, events and ideas in telling a story; the vantage point from which the story is told.
Public document:	A document that focuses on civic issues or matters of public policy at the community level and beyond.
Reading critically:	Reading in which a questioning attitude, logical analysis and inference are used to judge the worth of text; evaluating relevancy and adequacy of what is read; the judgment of validity or worth of what is read, based on sound criteria.
Research:	A systematic inquiry into a subject or problem in order to discover, verify or revise relevant facts or principles having to do with that subject or problem.
Satire:	A literary tone used to ridicule or make fun of human vice or weakness.
Simile:	A comparison of two unlike things in which a word of comparison (<i>like</i> or <i>as</i>) is used (e.g., <i>She eats like a bird.</i>).

ELEMENTARY STANDARDS
GRADES Pre-K-3
Reading, Writing, Speaking, and Listening

Sources:

Primary: Text and/or artifacts that tell or show a first-hand account of an event; original works used when researching.

Secondary: Text and/or artifacts used when researching that are derived from something original.

Subject area: An organized body of knowledge; a discipline; a content area.

Style: How an author writes; an author’s use of language; its effects and appropriateness to the author’s intent and theme.

Synonym: One of two or more words in a language that have highly similar meanings (e.g., sorrow, grief, sadness).

Theme: A topic of discussion or writing; a major idea broad enough to cover the entire scope of a literary work.

Thesis: The basic argument advanced by a speaker or writer who then attempts to prove it; the subject or major argument of a speech or composition.

Tone: The attitude of the author toward the audience and characters (e.g., serious or humorous).

Voice: The fluency, rhythm, and liveliness in writing that make it unique to the writer.