INTERNATIONAL COLLEGE

Elementary English Language Curriculum

VISION

The vision of International College (IC) is to empower learners of today to be global citizen leaders of tomorrow.

MISSION

The mission of International College is to empower learners to take initiative, think critically, and serve as role models in a global society. The curriculum aims for excellence at all levels and embraces the education of the whole person. Graduates of IC will have developed self-confidence, problem-solving and decision-making abilities as well as self-discipline, social and environmental responsibility, and an awareness of and respect for the connected nature of our global community.

VISION

La vision de L'International College (IC) est de permettre aux apprenants d'aujourd'hui de devenir des leaders et des citoyens du monde de demain.

MISSION

La mission de L'International College est de permettre aux apprenants de prendre des initiatives, de réfléchir de manière critique et de servir de modèles dans une société mondiale. Le programme vise l'excellence à tous les niveaux et inclut l'éducation de toute la personne. Les diplômés de L'IC auront développé des capacités de confiance en soi, de résolution de problèmes et de prise de décision, ainsi que l'autodiscipline, la responsabilité sociale et environnementale, la conscience et le respect de la nature connectée de notre communauté mondiale.

الرؤيا

تسعى مدرسة الانترناشونال كولدج (الأي سي) إلى تمكين متعلّمي اليوم ليكونوا مواطنين قياديّي في المجتمع العالميّ مستقبلاً

الرسالة

تطمح مدرسة الانترناشونال كولدج إلى تمكين متعلميها من الأخذ بزمام المبادرة والتّحلّي بتفكير نقديّ كي يصبحوا نماذج يحتذى بها في مجتمع عالميّ. يهدف منهج المدرسة إلى التّفوّق على جميع الأصعدة ويشجّع على بناء الشّخصيّة المتكاملة للمتعلّمين. يكتسب خرّيجو المدرسة الثّقة بأنفسهم ويطوّرون قدراتهم لحلّ المشاكل واتّخاذ القرارات، بالإضافة إلى الإنضباط الذّاتيّ والمسؤوليّة تجاه المجتمع والبيئة، كما يكتسبون الوعي لفهم طبيعة التّرابط المتشعّب في مجتمعنا العالميّ واحترامها.

Sept. 2021

INTERNATIONAL COLLEGE

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Conceptual Understanding
By the end of elementary students will understand that:
- *People communicate using different languages.*
- *Communication includes verbal utterances and non-verbal behaviours and gesturing.*
- *Spoken communication is different from written communication: it has its own set of rules.*
- *People learn about the world, others, and themselves through listening to and speaking with others.*
- *People connect with others through oral language.*

KGII	Grade 1	Grade 2

LS.KII-1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
   a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
   b. Continue a conversation through multiple exchanges.
LS.KII-2. Listen actively as an individual and as a member of a group to a variety of age-appropriate literature and information books read aloud. (Related to reading comprehension).
	LS.G1-1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
	a- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
	b- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
	c- Ask questions to clear up any confusion about the topics and texts under discussion.
	LS.G1-2. Listen and respond in small or large groups for increasing periods of time.
		LS.G2-1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
		a- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
		b- Build on others' talk in conversations by linking their comments to the remarks of others.
		c- Ask for clarification and further explanation as needed about the topics and texts under discussion.
		LS.G2-2. Listen to a variety of oral presentations including stories, poems,

LS.KII-3. Speak audibly and express thoughts, feelings, and ideas clearly.

LS.KII-4. Describe personal experiences, familiar people, places, things, and events and provide additional detail.

LS.KII-5. Compare personal knowledge and experience to what is heard (oral texts: text to self, text to text and text to world).

LS.KII-6. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

LS.KII-7. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

LS.G1-3. Memorize and join in with poems, rhymes and songs.

LS.G1-4. Predict likely outcomes when listening to texts read aloud.

LS.G1-5. Use language to address their needs, express feelings and opinions.

LS.G1-6. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

LS.G1-7. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

rhymes and reports and respond with increasing confidence and detail.

LS.G2-3. Anticipate and predict when listening to text read aloud.

LS.G2-4. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

LS.G2-5. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Oral Language- Listening and Speaking

Conceptual Understanding
By the end of elementary students will understand that:
- *People communicate using different languages.*
- *Communication includes verbal utterances and non-verbal behaviours and gesturing.*
- *Spoken communication is different from written communication: it has its own set of rules.*
- *People learn about the world, others, and themselves through listening to and speaking with others.*
- *People connect with others through oral language.*

Grade 3	Grade 4	Grade 5
LS.G3-1.　　　Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	LS.G4-1.　　　Engage effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b- Follow agreed-upon rules for discussions and carry out assigned roles. c- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	LS.G5-1.　　　Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b- Follow agreed-upon rules for discussions and carry out assigned roles. c- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d- Review the key ideas expressed and draw conclusions and inferences in light of

d- Explain their own ideas and understanding in light of the discussion.

LS.G3-2.	Listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail.

LS.G3-3.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LS.G3-4.	Retell familiar stories in sequence. Anticipate and predict when listening to text read aloud.

LS.G3-5.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

d- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

LS.G4-2.	Listen for a specific purpose in a variety of situations.

LS.G4-3.	Listen appreciatively and responsively, presenting their own point of view and respecting the views of others.

LS.G4-4.	Appreciate that language is not always used literally; understand and use the figurative language of their own culture.

LS.G4-5.	Argue persuasively and defend a point of view.

LS.G4-6.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LS.G4-7.	Identify the reasons and evidence a speaker provides to support particular points.

information and knowledge gained from the discussions.

LS.G5-2.	Show open-minded attitudes when listening to other points of view.

LS.G5-3.	Use an increasing vocabulary and more complex sentence structures with a high level of specificity

LS.G5-4.	Understand and use figurative language such as simile, personification and metaphor.

LS.G5-5.	Argue persuasively and justify a point of view.

LS.G5-6.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LS.G5-7.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Visual Language- Viewing and Presenting

Conceptual Understanding
By the end of elementary students will understand that:
- *People can learn about the world and others from visual language.*
- *The pictures, images, and symbols in our environment have meaning.*
- *People use visual language as a means of communicating ideas, information and feelings.*
- *People use a combination of oral and visual language to present ideas, information and feelings.*

KGII	Grade 1	Grade 2
VP.KII-1. Communicate ideas and feelings verbally and non verbally (eg: mime, body language, role play)	VP.G1-1. Communicate their own feelings in response to visual messages; show empathy for the way others might feel.	VP.G2-1. Discuss their own feelings in response to visual messages; listen to other responses realizing that people react differently.
VP.KII-2. Observe and interpret illustrations or visual texts, commenting on the information being conveyed.	VP.G1-2. Observe and interpret visual information showing understanding through discussion, role play, illustrations.	VP.G2-2. View visual information and show understanding by asking relevant questions and discussing possible meanings
VP.KII-3. Observe and interpret through verbal and non-verbal communication visual cues that indicate context; show understanding by matching pictures with context.	VP.G1-3. Relate to different contexts presented in visual texts according to their own experiences, for example, "That looks like my uncle's farm."	VP.G2-3. Connect visual information with their own experiences to construct their own meaning, for example, when taking a trip.
VP.KII-4. Recognize familiar signs, labels, logos, icons for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences	VP.G1-4. Realize that shapes, symbols and colors have meaning and include them in presentations.	VP.G2-4. Observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes.
VP.KII-5. Select and incorporate colors, shapes , symbols into visual presentations.	VP.G1-5. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using the appropriate vocabulary.	VP.G2-5. Realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding.
VP.KII-6. Add drawings or other visual displays to descriptions as desired to provide additional detail.		

VP.KII-7. Use proper presentation skills when talking and explaining about their representations to different audiences.

VP.KII-8. Recognize that the same stories can be communicated through different modalities (book version, film version) and compare their features.

VP.G1-6. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

VP.G1-7. Use body language in mime and role play to communicate ideas and feelings visually.

VP.G1-8. Produce complete sentences when appropriate to task and situation.

VP.G1-9. Use a variety of implements to practice and develop handwriting and presentation skills.

VP.G2-6. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

VP.G2-7. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

VP.G2-8. Use actions and body language to reinforce and add meaning to oral presentations.

VP.G2-9. Realize that shapes, symbols and colors have meaning and include them in their presentations.

VP.G2-10. With guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful.

Visual Language- Viewing and Presenting

Conceptual Understanding
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- *People can learn about the world and others from visual language.*
- *The pictures, images, and symbols in our environment have meaning.*
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- *People use a combination of oral and visual language to present ideas, information and feelings.*

Grade 3	Grade 4	Grade 5
VP.G3-1. View visual information and show understanding by asking relevant questions and discussing possible meaning.	VP.G4-1. View, respond to, describe and infer from visual information, communicating understanding in oral, written and visual form.	VP.G5-1. View and critically analyse a range of visual texts, communicating understanding through oral, written and visual media.
VP.G3-2. Realize that visual information reflects and contributes to the understanding of context.	VP.G4-2. Understand and explain how visual effects can be used to reflect a particular context.	VP.G5-2. Examine and analyse text and illustrations in reference material, including online text, explaining how visual and written information work together to reinforce each other and make meaning more explicit.
VP.G3-3. Discuss personal experiences that connect with visual images.	VP.G4-3. Describe personal reactions to visual messages; reflect on why others may perceive the images differently.	VP.G5-3. Identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel.
VP.G3-4. Realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding.	VP.G4-4. Understand and explain how visual effects can be used to reflect a particular context.	VP.G5-4. Analyse and interpret the ways in which visual effects are used to establish context.
VP.G3-5. Recognize and name familiar visual texts, for example, advertising, logos, labels, signs, ICT iconography.	VP.G4-5. Recognize and name familiar visual texts and explain why they are or are not effective, for example, advertising, logos, labels, signs, billboards	VP.G5-5. Identify elements and techniques that make advertisements, logos and symbols effective and draw on
VP.G3-6. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	VP.G4-6. Prepare, individually or in collaboration, visual presentations using a	

VP.G3-7. With guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful.

VP.G3-8. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

VP.G3-9. Select and use suitable shapes, colours, symbols and layout for presentations; practise and develop writing/ calligraphy styles.

VP.G3-10. Use actions and body language to reinforce and add meaning to oral presentations.

VP.G3-11. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

range of media, including computer and web-based applications.

VP.G4-7. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

VP.G4-8. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

VP.G4-9. Identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters.

VP.G4-10. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

this knowledge to create their own visual effects.

VP.G5-6. Realize that individuals interpret visual information according to their personal experiences and different perspectives.

VP.G5-7. Reflect on ways in which understanding the intention of a visual message can influence personal responses.

VP.G5-8. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

VP.G5-9. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

VP.G5-10. Show how body language, for example, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning.

VP.G5-11. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Written Language- Reading

Conceptual Understanding
By the end of elementary students will understand that:
- *People read for a variety of reasons and purposes.*
- *Reading influences the way people think and feel in different ways.*
- *There are different types of texts.*
- *Reading is an active process of interacting with and constructing meaning from text.*
- *Readers use a variety of strategies to think about and understand what they read.*
- *Readers read with sufficient accuracy and fluency to build understanding.*

KGII	Grade 1	Grade 2
Reading Standards for Literature [RL]	**Reading Standards for Literature [RL]**	**Reading Standards for Literature [RL]**
RL.KII-1. Ask and answer questions about key details in a text.	RL.G1-1. Ask and answer questions about key details in a text.	RL.G2-1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.KII-2. Retell familiar stories, including key details.	RL.G1-2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RL.G2-2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.KII-3. Identify and describe characters, settings, and major events in a story.	RL.G1-3. Describe characters, settings, and major events in a story, using key details.	
RL.KII-4. Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).	RL.G1-4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RL.G2-3. Describe how characters in a story respond to major events and challenges.
RL.KII-5. With prompting and support, name the author and illustrator of a book and define the role of each in telling the story.	RL.G1-5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	RL.G2-4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.KII-6. Describe the relationship between illustrations and the story in which they appear.	RL.G1-6. Identify who is telling the story at various points in a text.	RL.G2-5. Describe the overall structure of a story, including describing how the
RL.KII-7. Make predictions about what happens next in a story after listening to it and		

discussing the illustrations by supporting them with contextual evidence.

RL.KII-8. With prompting and support, make connections between a story or poem (text to self, to text, to the world).

RL.KII-9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.KII-10. Actively engage in group reading activities with purpose and understanding.

RL.KII-11. Participate in shared reading, posing and responding to questions and joining in the refrains.

Reading Standards for Informational Text [RI]

RI.KII-1. Ask and answer questions about key details in an information text.

RI.KII-2. With prompting and support, identify the main topic and retell key details of an information text.

RI.KII-3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.KII-4. Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RL.G1-7. Use illustrations and details in a story to describe its characters, setting, or events.

RL.G1-8. Make predictions about what happens next in a story after listening to it and discussing the illustrations by supporting them with contextual evidence.

RL.G1-9. Make connections between personal experience and storybook characters.

RL.G1-10. Compare and contrast the adventures and experiences of characters in stories.

RL.G1-11. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

RL.G1-12. Participate in shared reading, posing and responding to questions and joining in the refrains.

Reading Standards for Informational Text [RI]

RI.G1-1. Ask and answer questions about key details in a text.

RI.G1-2. Identify the main topic and retell key details of a text.

RI.G1-3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.G1-4. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

beginning introduces the story and the ending concludes the action.

RL.G2-6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.G2-7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.G2-8. Make predictions about a story, based on their own knowledge and experiences; revise or confirm predictions as the story progresses.

RL.G2-9. Make connections between personal experiences and storybook characters

RL.G2-10. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RL.G2-11. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text [RI]

RI.G2-1. Ask and answer such questions as who, what, where, when, why, and how to

RI.KII-5. With prompting and support, identify the reasons an author gives to support points in a text.

RI.KII-6. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, procedures).

RI.KII-7. Actively engage in group reading activities with purpose and understanding.

Reading Standards for Foundational Skills [RF]

Print Concept

RF.KII-1. Demonstrate understanding of basic book features.
  a. Identify the front cover, back cover, and title page of a book
  b. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text.
  c. Explain how the book covers (front and back) and the title page give detail about the author, illustrator and information in the book.

RF.KII-2. Demonstrate understanding of the organization and basic features of print.
  a. Follow words from left to right, top to bottom, and page by page.

RI.G1-5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.G1-6. Identify the reasons an author gives to support points in a text.

RI.G1-7. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.G1-8. With prompting and support, read informational texts appropriately complex for grade 1.

Reading Standards for Foundational Skills [RF]

RF.G1-1. Demonstrate understanding of the organization and basic features of print.

  a- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)

Phonological Awareness

RF.G1-2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words.

demonstrate understanding of key details in a text.

RI.G2-2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.G2-3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.G2-4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.G2-5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.G2-6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.G2-7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.G2-8. Describe how reasons support specific points the author makes in a text.

RI.G2-9. Compare and contrast the most important points presented by two texts on the same topic.

RI.G2-10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text

b. Recognize that spoken words are represented in written language by specific sequences of letters.
c. Understand that words are separated by spaces in print.
d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

RF.KII-3. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
a. Recognize and produce rhyming words.
b. Count, pronounce, blend, and segment syllables in spoken words.
c. Blend and segment onsets and rimes of single-syllable spoken words.
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

Phonics and Word Recognition

RF.KII-4. Know and apply grade-level phonics and word analysis skills in decoding words.
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the

a- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

b- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

c- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

RF.G1-3. Know and apply grade-level phonics and word analysis skills in decoding words.

a- Know the spelling-sound correspondences for common consonant digraphs.

b -Decode regularly spelled one–syllable words. Know final –e and common vowel team conventions for representing long vowel sounds.

c- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

d- Decode two-syllable words following basic patterns by breaking the words into syllables.

complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Foundational Skills [RF]

Phonics and Word Recognition

RF.G2-1. Know and apply grade-level phonics and word analysis skills in decoding words.

a- Distinguish long and short vowels when reading regularly spelled one-syllable words.

b- Know spelling-sound correspondences for additional common vowel teams.

c- Decode regularly spelled two-syllable words with long vowels.

d- Decode words with common prefixes and suffixes.

e- Identify words with inconsistent but common spelling-sound correspondences.

f- Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.G2-2. Read with sufficient accuracy and fluency to support comprehension.

most frequent sounds for each consonant.

b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

RF.KII-5.   Read early-emergent-reader texts with purpose and understanding.

Vocabulary Acquisition and Use

RF.KII-6.   Identify new meanings for familiar words and apply them accurately

RF.KII-7.   **With guidance and support from adults**, explore word relationships and nuances in word meanings.
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

e -Read words with inflectional endings.g- Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.G1-4.   Read with sufficient accuracy and fluency to support comprehension.

a- Read grade-level text with purpose and understanding.

b- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

c- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Vocabulary Acquisition and Use

RF.G1-5.   Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

a- Use sentence-level context as a clue to the meaning of a word or phrase.

b- Use frequently occurring affixes as a clue to the meaning of a word.

a- Read grade-level text with purpose and understanding.

b- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

c- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Vocabulary Acquisition and Use

RF.G2-3.   Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

a- Use sentence-level context as a clue to the meaning of a word or phrase.

b- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/ retell).

c- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

d- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

RF.KII-8. Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.

c- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

RF.G1-6. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

a- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

b- Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

c- Identify real-life connections between words and their use (e.g., note places at home that are cozy).

d- Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

RF.G1-7. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring

e- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

RF.G2-4. Demonstrate understanding of word relationships and nuances in word meanings.

a- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

b- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

RF.G2-5. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

	conjunctions to signal simple relationships (e.g., because).	

Written Language- Reading

Conceptual Understanding
By the end of elementary students will understand that:
- *People read for a variety of reasons and purposes.*
- *Reading influences the way people think and feel in different ways.*
- *There are different types of texts.*
- *Reading is an active process of interacting with and constructing meaning from text.*
- *Readers use a variety of strategies to think about and understand what they read.*
- *Readers read with sufficient accuracy and fluency to build understanding.*

Grade 3	Grade 4	Grade 5
Reading Standards for Literature [RL]	**Reading Standards for Literature [RL]**	**Reading Standards for Literature [RL]**
RL.G3-1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.G4-1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.G5-1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.G3-2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.G4-2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.G5-2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.G3-3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.G4-3. Describe in depth a character, setting, or event/plot in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions) showing empathy to the characters.	RL.G5-3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.G3-4. Determine the meaning of words and phrases as they are used in a	RL.G4-4. Determine the meaning of general academic and domain specific	

text, distinguishing literal from nonliteral language.

RL.G3-5.   Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.G3-6.   Distinguish their own point of view from that of the narrator or those of the characters.

RL.G3-7.   Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.G3-8.   Make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses.

RL.G3-9.   Discuss their own experiences and relate them to fiction and non-fiction texts.

RL.G3-10.   Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RL.G3-11.   By the end of the year, read and comprehend literature, including

words or phrases in a text relevant to a grade 4 topic or subject area.

RL.G4-5.   Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.G4-6.   Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.G4-7.   Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL.G4-8.   Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RL.G4-9.   By the end of the year, read and comprehend literature, including

RL.G5-4.   Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.G5-5.   Identify genre and explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.G5-6.   Describe how a narrator's or speaker's point of view influences how events are described.

RL.G5-7.   Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.G5-8.   Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RL.G5-9.   By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently

stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Standards for Informational Text [RI]

RI.G3-1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.G3-2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.G3-3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.G3-4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.G3-5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.G3-6. Distinguish their own point of view from that of the author of a text.

RI.G3-7. Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate

stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text [RI]

RI.G4-1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

RI.G4-2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.G4-3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.G4-4. Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.G4-5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.G4-6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Reading Standards for Informational Text [RI]

RI.G5-1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.G5-2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.G5-3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.G5-4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.G5-5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts

RI.G5-6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.G5-7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

understanding of the text (e.g., where, when, why, and how key events occur).

RI.G3-8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/ third in a sequence).

RI.G3-9. Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.G3-10.   By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Standards for Foundational Skills [RF]

Phonics and Word Recognition

RF.G3-1.   Know and apply grade-level phonics and word analysis skills in decoding words.
a- Identify and know the meaning of the most common prefixes and derivational suffixes.
b- Decode words with common Latin suffixes.
c- Decode multisyllable words.
d- Read grade-appropriate irregularly spelled words.

Fluency

RI.G4-7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.G4-8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.G4-9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.G4-10.   By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Foundational Skills [RF]

Phonics and Word Recognition

RF.G4-1.   Know and apply grade-level phonics and word analysis skills in decoding words.
a- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology

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RI.G5-8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.G5-9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.G5-10.   By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading Standards for Foundational Skills [RF]

Phonics and Word Recognition

RF.G5- 1.   Know and apply grade-level phonics and word analysis skills in decoding words.
a- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency
RF.G5- 2.   Read with sufficient accuracy and fluency to support comprehension.

RF.G3-2.   Read with sufficient accuracy and fluency to support comprehension.
a- Read grade-level text with purpose and understanding.
b- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
c- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Vocabulary Acquisition and Use
RF.G3-3.   Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
a- Use sentence-level context as a clue to the meaning of a word or phrase.
b- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
c- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
d- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
RF.G3-4.   Demonstrate understanding of word relationships and nuances in word meanings.

(e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency
RF.G4-2.   Read with sufficient accuracy and fluency to support comprehension.
a- Read grade-level text with purpose and understanding.
b- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
c- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Vocabulary Acquisition and Use
RF.G4-3.   Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
a- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
b- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
c- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

a- Read grade-level text with purpose and understanding.
b- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
c- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Vocabulary Acquisition and Use
RF.G5- 3.   Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
a- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
b- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
c- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
RF.G5- 4.   Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a- Interpret figurative language, including similes and metaphors, in context.
b- Recognize and explain the meaning of common idioms, adages, and proverbs.

a- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). RF.G3-5. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	RF.G4-4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b- Recognize and explain the meaning of common idioms, adages, and proverbs. c- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). RF.G4-5. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	c- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. RF.G5- 5. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Written Language- Writing

Conceptual Understanding
By the end of elementary students will understand that:
- *Written communication enables people to make thoughts, ideas, and feelings visible to others.*
- *People write for a variety of reasons and purposes.*
- *The symbols (words and illustrations) in a written text are consistent over time.*
- *Writers think first about the purpose and the audience for their writing and then about what form of writing would best convey their desired meaning.*
- *Writers use both illustrations and written text to make meaning and help people understand the meaning that is being conveyed.*
- *Writers use different tools and resources to help them write.*

KGII	Grade 1	Grade 2
W.KII-1. Use a combination of drawing, dictating, and writing to compose: a. compose opinion pieces (opinion writing) that tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book b. compose informative/explanatory (information/explanatory writing) texts that name and supply some information about a topic. c. narrate a single event or experience or several loosely linked events or experiences (narrative writing) sequence the narrative appropriately and provide a reaction to what it describes.	W.G1-1. Write about a range of topics for a variety of purposes, using literary forms and structures modeled by the teacher and/or encountered in reading. a- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. b- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. c- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	W.G2-1. Write about a range of topics for a variety of purposes, using literary forms and structures modeled by the teacher and/or encountered in reading. a- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. b- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. c- Write narratives in prose or poems in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal

W.KII-2. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.KII-3. With guidance and support from adults, use a combination of drawing/labeling and simple sentences to recall information from experiences or gather information from provided sources to answer a question.

W.KII-4. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers. Research to Build and Present Knowledge

W.KII-5. Participate in shared research and writing projects.

W.KII-6. Write or dictate writing routinely for a range of tasks, purposes, and audiences.

W.KII-7. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously. Sentence Structure and Meaning

    a. Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions;

    b. Form questions that seek additional information, rather than a simple yes/no answer.

W.G1-2. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.G1-3. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.G1-4. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.

W.G1-5. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

a- Print all upper- and lowercase letters.

b- Use common, proper, and possessive nouns.

c- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

d- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

e- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

f- Use frequently occurring adjectives.

event order, and provide a sense of closure.

W.G2-2. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.)

W.G2-3. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.G2-4. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.G2-5. Recall information from experiences or gather information from provided sources to answer a question.

W.G2-6. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a- Use collective nouns (e.g., group).

b- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

c- Use reflexive pronouns (e.g., myself, ourselves).

d- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

e- Use adjectives and adverbs, and choose between them depending on what is to be modified.

c. Form regular plural nouns orally by adding /s/ or /es/.

W.KII-8. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Print upper- and lowercase letters.
   b. Capitalize the first word in a sentence and the pronoun I.
   c. Recognize and name end punctuation.
   d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
   e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
   f. Write numbers 0– 10

g- Use frequently occurring conjunctions (e.g., and, but, or, so, because).

h- Use determiners (e.g., articles, demonstratives).

i- Use frequently occurring prepositions (e.g., during, beyond, toward).

j- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

W.G1-6. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a- Capitalize dates and names of people.

b- Use end punctuation for sentences.

c- Use commas in dates and to separate single words in a series.

d- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

e- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

f- Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

W.G2-7. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a- Capitalize holidays, product names, and geographic names.

b- Use commas in greetings and closings of letters.

c- Use an apostrophe to form contractions and frequently occurring possessives.

d- Generalize learned spelling patterns when writing words (e.g., cage ➔ badge; boy ➔ boil).

e- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

W.G2-8. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a- Compare formal and informal uses of English

Written Language- Writing

Conceptual Understanding
By the end of elementary students will understand that:
- *Written communication enables people to make thoughts, ideas, and feelings visible to others.*
- *People write for a variety of reasons and purposes.*
- *Writers think first about the purpose and the audience for their writing and then about what form of writing would best convey their desired meaning.*
- *Writers use both illustrations and written text to make meaning and help people understand the meaning that is being conveyed.*
- *Writers use different tools and resources to help them write.*

Grade 3	Grade 4	Grade 5

W.G3-1.Write about a range of topics for a variety of purposes, using literary forms and structures modeled by the teacher and/or encountered in reading.
a- Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.
  i-Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
  ii- Provide reasons that support the opinion.
  iii- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
  iv-Provide a concluding statement or section.
	W.G4-1.Write about a range of topics for a variety of purposes, using literary forms and structures modeled by the teacher and/or encountered in reading.
	
	a- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	  i- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
	  ii- Provide reasons that are supported by facts and details.
	  iii- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
	  iv- Provide a concluding statement or section related to the opinion presented.
		W.G5-1.Write about a range of topics for a variety of purposes, using literary forms and structures modeled by the teacher and/or encountered in reading.
		
		a- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
		  i- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
		  ii- Provide logically ordered reasons that are supported by facts and details.
		  iii- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
		  iv- Provide a concluding statement or section related to the opinion presented.

b- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

   i- Introduce a topic and group related information together; include illustrations when useful to aid comprehension.

   ii- Develop the topic with facts, definitions, and details.

   iii- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

   iv- Provide a concluding statement or section.

c- Write narratives in prose or poems to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

   i- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

   ii- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

   iii- Use temporal words and phrases to signal event order.

   iv- Provide a sense of closure.

W.G3-2. With guidance and support from adults, produce writing in which the

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b- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

   i- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.

   ii- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

   iii- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

   iv- Use precise language and domain-specific vocabulary to inform about or explain the topic.

   v- Provide a concluding statement or section related to the information or explanation presented.

c- Write narratives in prose or poems to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

   i- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

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b- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

   i- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.

   ii- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

   iii- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

   iv- Use precise language and domain-specific vocabulary to inform about or explain the topic.

   v- Provide a concluding statement or section related to the information or explanation presented.

c- Write narratives in prose or poems to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

   i- Orient the reader by establishing a situation and introducing a narrator and/or

development and organization are appropriate to task and purpose.

W.G3-3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.G3-4. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.G3-5. Conduct short research projects that build knowledge about a topic.

W.G3-6. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.G3-7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.G3-8. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
b- Form and use regular and irregular plural nouns.
c- Use abstract nouns (e.g., childhood).

ii- Use dialogue and description to develop experiences and events or show the responses of characters to situations.

iii- Use a variety of transitional words and phrases to manage the sequence of events.

iv- Use concrete words and phrases and sensory details to convey experiences and events precisely.

v- Provide a conclusion that follows from the narrated experiences or events.

W.G4-2. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.G4-3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.G4-4. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.G4-5. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

characters; organize an event sequence that unfolds naturally.

ii- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

iii- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

iv- Use concrete words and phrases and sensory details to convey experiences and events precisely.

v- Provide a conclusion that follows from the narrated experiences or events.

W.G5-2. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.G5-3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.G5-4. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

W.G5-5. Conduct short research projects that use several sources to build knowledge

d- Form and use regular and irregular verbs.

e- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

f- Ensure subject-verb and pronoun-antecedent agreement.

g- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

h- Use coordinating and subordinating conjunctions.

i- Produce simple, compound, and complex sentences.

W.G3-9. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a- Capitalize important words in titles.

b- Use commas in addresses.

c- Use commas and quotation marks in dialogue.

d- Form and use possessives.

e- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

f- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

W.G4-6. Know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail.

W.G4-7. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.G4-8. As part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials, identify relevant, reliable and useful information and decide on appropriate ways to use it.

W.G4-9. Understand that the internet must be used with the approval and supervision of a parent or teacher; read, understand and sign the school's cyber-safety policy.

W.G4-10. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a- Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

b- Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

through investigation of different aspects of a topic.

W.G5-6. Know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail.

W.G5-7. Recall relevant information from experiences or gather relevant information from print, digital sources, people in the school, family, the immediate community or the global community; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.G5-8. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a- Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

b- Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

W.G5-9. As part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials, identify relevant, reliable and

g- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

W.G3-10.   Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a- Choose words and phrases for effect.

W.G3-11.   Recognize and observe differences between the conventions of spoken and written standard English.

W.G4-11.   Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.G4-12.   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
b- Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
c- Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
d- Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
e- Form and use prepositional phrases.
f- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
g- Correctly use frequently confused words (e.g., to, too, two; there, their).

W.G4-13.   Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a- Use correct capitalization.

useful information and decide on appropriate ways to use it.

W.G5-10.   Understand that the internet must be used with the approval and supervision of a parent or teacher; read, understand and sign the school's cyber-safety policy.

W.G5-11.   Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.G5-12.   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
b- Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
c- Use verb tense to convey various times, sequences, states, and conditions.
d- Recognize and correct inappropriate shifts in verb tense.e- Use correlative conjunctions (e.g., either/or, neither/nor).

W.G5-13.   Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b- Use commas and quotation marks to mark direct speech and quotations from a text.

c- Use a comma before a coordinating conjunction in a compound sentence.

d- Spell grade-appropriate words correctly, consulting references as needed.

W.G4-14.   Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a- Choose words and phrases to convey ideas precisely.

b- Choose punctuation for effect.

c- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

a- Use punctuation to separate items in a series.

b- Use a comma to separate an introductory element from the rest of the sentence.

c- Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

d- Use underlining, quotation marks, or italics to indicate titles of works.e- Spell grade-appropriate words correctly, consulting references as needed.

W.G5-14.   Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

b- Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

LANGUAGE GLOSSARY
Active Listening Skills*: Active listening refers to when the listener gives full attention to the speaker in an attempt to understand the complete message conveyed. Active listening involves using verbal (questioning, rephrasing, confirming) and nonverbal signs (nodding, eye contact, facial expressions, avoiding distractions) of listening. (Oxford Learning) Extra Reading: Oxford Learning - Resource1: Active Listening*
Grapheme: *A written symbol that represents a sound (phoneme). This can be a single letter, or it could be a sequence of letters, such as sh, tch etc.*
High-Frequency Words: *Words that occur often in spoken and written language. Extra Reading1: Reading Rocket - Extra Reading: Reading Rocket*
Fluency: (in reading): *To read continuous text with appropriate momentum, phrasing, pausing, intonation, and stress.*   ***Fluency: (in word solving):*** *Speed, accuracy and flexibility in decoding words. Extra Reading: Reading Rocket*
Letter-sound correspondence: *Recognizing the corresponding sound of a specific letter when that letter is seen or recognizing the graphic symbol of a specific letter when the letter is heard.*
Letter-sound relationship: *Check letter-sound correspondence.*
Onset: (in syllable): *The part (consonant, consonant cluster, or consonant digraph) that comes before the vowel. Extra Reading: Reading Rocket*
Onset-rime segmentation: *The identification and separation of onsets (first part) and rimes (last part containing the vowel) in words. Extra Reading: Reading Rocket*
Phonemes: *The smallest unit of sound in a spoken language. Extra Reading1: Reading Rocket - Extra Reading2: Reading Rocket*
Phonics: *The knowledge of letter-sound relationships and how they are used in reading and writing. Extra Reading: Reading Rocket*
Phonological Awareness: *Familiarity with words, rhyming words, onsets and rimes, syllables and individual sounds. Extra Reading: Reading Rocket - Extra Reading: Reading Rocket*
Syllable: *A minimal unit of sequential speech sounds composed of a vowel sound or a consonant-vowel combination. Extra Reading1: Reading Rocket - Extra Reading2: Reading Rocket*
Text to Self: *Text-to-self connections involve making a connection between the target text and relating it to some personal experience, prior knowledge, or understanding—for example, an activity shared in the text and a similar one experienced by the reader or listener (Reading Rocket)*   *Extra Reading: Reading Rocket - Resource1-Making Connections*

Text to Text: *Text-to-text connections examine the relationship between the current text and relating it to texts read or listened to in the past—for example, comparing story elements in one book with another (Reading Rocket). Extra Reading: Reading Rocket - Resource1-Making Connection*
Text to World: *Text-to-world connections require relating certain aspects of the text to what is happening or what has happened in the larger community or world—for example, comparing current and historical events and people with that of the text (Reading Rocket). Extra Reading: Reading Rocket - Resource1-Making Connection*
Affix: *Affixes are word parts that are "fixed to" either the beginnings of words (prefixes) or the endings of words (suffixes). The word disrespectful has two affixes, a prefix (dis-) and a suffix (-ful).*
Suffix: *An affix attached to the end of a base, root, or stem that changes the meaning or grammatical function of the word, as "en" in oxen.*
Prefix: *A morpheme that precedes a root and that contributes to or modifies the meaning of a word as "re" in reprint.*
Simile: *A simile is a figure of speech that compares two unlike things, usually with the words "like" or "as." Example: Love is like an ocean rolling over me.*
Metaphor: *A metaphor is a figure of speech that compares two relatively unlike things using a form of the verb "be." A metaphor can be more subtle than a simile. Example: Love is a tree with many branches.*
Personification: *Personification is giving a human trait or quality to something non-human (e.g., an animal, an object, or a concept).*   **Easy Examples of Personification**   ● *The door complained as it opened.*   ● *The cacti salute you as you drive into the desert.*
Alliteration: *The repetition of the initial phoneme of each word in connected text (e.g., Harry the happy hippo hula-hoops with Henrietta).*
Figurative Language: *When you describe something by comparing it with something else, you are using figurative language. Figurative language goes beyond the literal meaning of words to create a fresh way of looking at an idea or a subject. Poetry is rooted in figurative language. Four common examples are simile, metaphor, alliteration, and idioms.*
Idioms: *A phrase or expression that differs from the literal meaning of the words; a regional or individual expression with a unique meaning (e.g., it's raining cats and dogs).*
Adages: *A saying often in metaphorical form that typically embodies a common observation.*

She reminded him of the adage: "A penny saved is a penny earned."
Synonym*: Words that have similar meanings.*
Antonym*: A word opposite in meaning to another word.*
Homographs*: Words that are spelled the same but have different origins and meanings. They may or may not be pronounced the same (e.g., can as in a metal container/can as in able to).*
Linking Words/Phrases*: An uninflected linguistic form that joins together sentences, clauses, phrases, or words.*   *Some common conjunctions are "and," "but," and "although."*

Coordinating Conjunctions*: A coordinating conjunction connects words, phrases, and clauses of equal importance. The main coordinating conjunctions are and, or, and but.*
 	
   They bought apples, pears, and oranges.
 	
   You can wait either on the steps or in the car.
 	
   The paintings are pleasant but bland.

Correlative Conjunctions: *A pair of conjunctions connecting grammatically equal elements. Either... or, Neither.. .nor, Whether... or, Not only... but also, and both.. And.*
   Either pay me what you owe me or leave. ·
   Whether you pay me now or later is up to you.
   Not only does she have a job, but she also tutors on weekends.

Subordinating Conjunctions*: A subordinating conjunction introduces a subordinate clause (a clause that does not form a simple sentence by itself) and joins it to a main clause (a clause that can be used as a simple sentence by itself).*

She waited until they were seated.

It had been quiet since the children left.

Prepositions: *A* **preposition** *is a word which typically precedes a <u>noun</u>, <u>noun phrase</u>, or <u>pronoun</u> and expresses a relationship between it and another word in the sentence. After, at, by, for, from, in, on, to, and with are all common prepositions in English. Prepositions often express position (e.g. 'her bag was <u>under</u> the chair'), direction (e.g. 'he looked <u>at</u> me'), or time (e.g. 'they arrived <u>on</u> Sunday'). Some prepositions are made up of more than one word, for example out of and up to.*

Examples of preposition in a Sentence
The preposition "on" in "The keys are on the table" shows location.
The preposition "in" in "The movie starts in one hour" shows time.

Prepositional Phrase: *A prepositional phrase is a group of words consisting of a* preposition *and its* object *(typically a* noun, noun phrase, *or* pronoun*). For example, under the table, on Sunday, throughout the entire meeting, and beside me are all prepositional phrases.*

Interjections: *An* **interjection** *is a word which functions independently of other words and typically represents an exclamation or command. Examples in English include alas, eureka, hush, and oops.*

Conjunctions: *A* **conjunction** *is a word used to connect other words,* <u>phrases</u>, <u>clauses</u>, *or* <u>sentences</u>. *And, but, or, if, when, although, because, and unless are all common conjunctions in English. Some conjunctions consist of more than one word, for example as soon as; these may be described as* **compound conjunctions**.

Perfect Tense: *The* **perfect** *is a verb construction which typically indicates that an action took place or a situation existed before some stated or implied time. In modern English, the perfect consists of a form of the <u>auxiliary verb</u> have plus a <u>past participle</u>; for example, 'Sasha <u>has decided</u> what to paint', 'she <u>had left</u> by the time he arrived', 'you will <u>have completed</u> the task by Thursday', and '<u>having done</u> all we could, we left the problem to them'.*

Pronoun-Antecedent Agreement: *An* **antecedent** *is a word or phrase which is referred back to by a <u>pronoun</u> or other <u>pro-form</u>. For example, in 'Michael took the children with him', Michael is the antecedent of the pronoun him. Specifically, an antecedent is a word or phrase referred back to by a <u>relative</u> pronoun or other relative word. For example, in 'I went to get my coat, which I had left in the hall', my coat is the antecedent of the relative pronoun which.*

Subject-Verb Agreement: *Ensuring subject-verb agreement means choosing the right version of a* verb *to match its* subject. *For more explanation:* [Subject Verb Agreement](#)

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Simple Sentence: *A simple sentence is a* sentence *that consists of just one* independent clause. *A simple sentence has no* dependent clauses. *(An independent clause (unlike a dependent clause) can stand alone as a sentence.)*
Below are examples of simple sentences.

- *I cannot drink warm milk.*
- *A day without sunshine is like night.*

Compound Sentence: *A compound sentence is a* sentence *with at least two* independent clauses. *An independent clause (unlike a* dependent clause*) can stand alone as a sentence.*

Below are examples of compound sentences. In each example, the independent clauses are shaded.

- *Only two things are infinite, the universe and human stupidity, and I'm not sure about the former. (Albert Einstein, 1879-1955)*
-
  There used to be a real me, but I had it surgically removed. (Peter Sellers, 1925-1980)

Complex Sentence: *A complex* sentence *has one* independent clause *and at least one* dependent clause. *An independent clause (unlike a dependent clause) can stand alone as a sentence.*
Below are examples of complex sentences. In each example, the independent clause is shaded. The dependent clause is unshaded.

- *Stay in the bath until the phone rings.*
- *Both the cockroach and the bird would get along very well without us, although the cockroach would miss us most. (Joseph Wood Krutch, 1893-1970)*

Adjective: *An **adjective** is a word expressing an attribute and qualifying a* noun, noun phrase, *or* pronoun *so as to describe it more fully. For example, the underlined words in the following are adjectives: the* old *man; a* delicious *piece of cake;* nuclear *weapons; she is* sensible.

Adverb: *An **adverb** is a word which modifies the meaning of a* verb, *an* adjective, *another adverb, or a whole* clause *or sentence, and which typically expresses manner (e.g. he spoke* quietly*), degree (e.g. she is* very *clever), or a circumstance such as place, direction, or time (e.g. come* here*; they arrived* yesterday*).*

Comparative Adjectives and Adverbs: *A **comparative** [adjective] or [adverb] is one which expresses a higher degree of the quality or attribute denoted by an adjective or adverb.*

*In English the comparative degree is usually expressed by adding –er (e.g. fast**er**) to the adjective or adverb, or by using more as a [modifier] (e.g. **more** polite). However, in some cases it is expressed by a word from a different root (e.g. better is the comparative of good, and worse is the comparative of bad).*

Superlative Adjectives and Adverbs: *A superlative [adjective] or [adverb] is one which expresses the highest degree of a quality or attribute denoted by an adjective or adverb.*

*In English the superlative degree is usually expressed by adding -est to an adjective or adverb (e.g. fast**est**) or by using most as a [modifier] (e.g. **most** polite). However, in some cases it is expressed by a word from a different root (e.g. best is the superlative of good, and worst is the superlative of bad).*

Articles: *An **article** is one of a small set of words (in English, the, a, and an) which limit the application of [nouns]. Articles are either definite or indefinite. The main function of the **definite article** (in English, the) is to specify the noun given, while the **indefinite article** (in English, a or an) marks a noun as being generic.*

Progressive Verb Tense: *Progressive tense is a category of verb tense used to describe ongoing actions. The progressive tenses are the past progressive tense, the present progressive tense, and the future progressive tense. The progressive tenses are sometimes called the "continuing" or "continuous" tenses.*
Examples:
- *I was going.*
- *I am going.*
- *I will be going.*

Run-on Sentence: *A run-on sentence is a common error caused by merging two sentences without suitable punctuation. The most common run-on sentence is the "comma splice" (also known as the "comma fault"), which occurs when two sentences are inappropriately separated by a comma.*
Easy Examples of Run-on Sentences
These are all comma splices.

- *Cannibals don't eat clowns, they taste funny.*
- *Being dyslexic has drawbacks, I once went to a toga party dressed as a goat.*

Relative Pronouns: A relative pronoun is a pronoun that heads an *adjective clause*. The relative pronouns are "that," "which," "who," "whom," and "whose." To learn more: *Relative Pronouns*

Possessive Pronouns: A **possessive pronoun** is a type of *pronoun* which indicates possession. The main possessive pronouns in modern English are mine, ours, yours, his, hers, and theirs, as in 'these books are mine'.

Irregular Plural Nouns: **Irregular plural nouns** are nouns that do not become plural by adding -s or -es, as most nouns in the English language do. You're probably familiar with many of these already. For example, the plural form of man is men, not mans. The plural form of woman is women, not womans. There are hundreds of **irregular plural nouns**, and in truth, you must memorize them through reading and speaking. There are, however, some common patterns to look out for. To learn more: *Irregular Plural nouns.*

Abstract Nouns: A noun denoting an idea, quality, or state rather than a concrete object, e.g. truth, danger, happiness.
"the website contains considerably more abstract nouns than hard facts"

Context Clues: Context clues are sources of information outside of words that readers may use to predict the identities and meanings of unknown words. Context clues may be drawn from the immediate sentence containing the word, from text already read, from pictures accompanying the text, or from definitions, restatements, examples, or descriptions in the text.

Predicate: The **predicate** of a *sentence* or *clause* is the part which is not the *subject*: it typically contains a *verb* and any *objects*, *complements*, and *adverbials*. For example, in 'we ate breakfast', we is the subject and ate breakfast is the predicate; in 'sarcasm is the lowest form of wit', sarcasm is the subject and is the lowest form of wit is the predicate.