

*By the end of each grade, students will:*

## OVERALL EXPECTATION B1. Oral and Non-Verbal Communication:

apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences

### SPECIFIC EXPECTATIONS

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Effective Listening Skills</b>							
<b>B1.1</b> use effective listening skills, including listening attentively and asking relevant questions, in formal and informal contexts, including conversations and classroom activities	<b>B1.1</b> use effective listening skills, including asking relevant questions, restating what they heard, and expressing interest, in formal and informal contexts and for various purposes, including in conversations and various classroom activities	<b>B1.1</b> use effective listening skills, including asking questions to clarify information and ideas, in formal and informal contexts and for various purposes, including in small- and large-group conversations and various classroom activities	<b>B1.1</b> use effective listening skills, including asking questions to encourage a speaker to elaborate, and responding to the contributions of others in group discussions, in formal and informal contexts and for various purposes	<b>B1.1</b> use effective listening skills, including expressing interest in what is being said at appropriate times, asking questions to encourage a speaker to elaborate, and responding to the contributions of others in group discussions, in formal and informal contexts and for various purposes	<b>B1.1</b> analyze various effective listening skills, including understanding when to ask relevant questions and how to respond to the contributions of others in group discussions, and use these skills in formal and informal contexts and for various purposes	<b>B1.1</b> analyze various effective listening skills, including understanding when to ask relevant questions and how to respond to the contributions of others in group discussions, and use these skills in formal and informal contexts and for various purposes	<b>B1.1</b> evaluate and use various effective listening skills to enhance comprehension, including paraphrasing, asking open-ended questions, making relevant responses in group discussions, and reflecting on what has been said, and use these skills in formal and informal contexts and for various purposes

## SPECIFIC EXPECTATIONS *(continued)*

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Listening Strategies for Comprehension</b>							
<b>B1.2</b> identify and use listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally	<b>B1.2</b> identify and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, and to recognize when a message is difficult to understand	<b>B1.2</b> select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, recognize when a message is difficult to understand, and develop an appropriate response	<b>B1.2</b> select and use a variety of listening strategies before, during, and after listening to comprehend information and messages communicated orally and non-verbally, express interest in what is being said at appropriate times, seek clarification, and develop an appropriate response	<b>B1.2</b> select and use a variety of listening strategies before, during, and after listening to comprehend information and messages communicated orally and non-verbally, determine the purpose of a text, construct meaning, seek clarification, and develop an appropriate response	<b>B1.2</b> select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, seek clarification, and develop a relevant response appropriate to the context	<b>B1.2</b> select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, seek clarification, and develop a relevant response appropriate to the context	<b>B1.2</b> select and use a variety of listening strategies before, during, and after listening to analyze and comprehend information communicated orally and non-verbally, seek clarification, and identify relevant evidence to support a response appropriate to the context
<b>Speaking Purposes and Strategies</b>							
<b>B1.3</b> identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns, understanding when to speak, and knowing how much to say, to communicate clearly and coherently	<b>B1.3</b> identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns and staying on topic, to communicate meaning clearly and coherently	<b>B1.3</b> identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including establishing a rapport with the audience, to communicate clearly and coherently	<b>B1.3</b> identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently	<b>B1.3</b> identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently	<b>B1.3</b> identify the purpose and audience for speaking in formal and informal contexts, and choose appropriate speaking strategies to communicate clearly and coherently	<b>B1.3</b> identify the purpose and audience for speaking in formal and informal contexts, and choose appropriate speaking strategies to communicate clearly and coherently	<b>B1.3</b> analyze the purpose and audience for speaking in formal and informal contexts, and select and adapt speaking strategies to communicate clearly and coherently

## SPECIFIC EXPECTATIONS *(continued)*

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Oral and Non-Verbal Communication Strategies</b>							
<b>B1.4</b> identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, to interpret or contribute to the meaning of messages	<b>B1.4</b> identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and demonstrate an understanding of how these strategies can contribute to the meaning being conveyed	<b>B1.4</b> identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and demonstrate an understanding of how these strategies can contribute to the meaning being conveyed	<b>B1.4</b> identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning	<b>B1.4</b> identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning	<b>B1.4</b> identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and analyze the ways in which these strategies support understanding or communication, including how their use may vary across cultures	<b>B1.4</b> identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and analyze the ways in which these strategies support understanding or communication, including how their use may vary across cultures	<b>B1.4</b> identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and evaluate and compare the effectiveness of these strategies in supporting understanding or communication, including how their use may vary across cultures
<b>Word Choice, Syntax, and Grammar in Oral Communication</b>							
<b>B1.5</b> use appropriate word choice, including new vocabulary, grammar, and cohesive phrases and sentences when speaking and communicating ideas	<b>B1.5</b> use appropriate word choice, including new vocabulary, grammar, and cohesive sentences when speaking and communicating ideas, to support audience comprehension	<b>B1.5</b> use appropriate word choice, including new vocabulary, grammar, and cohesive sentences when speaking and communicating ideas in various contexts, to support audience comprehension	<b>B1.5</b> use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to support audience comprehension	<b>B1.5</b> use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to support audience comprehension	<b>B1.5</b> use precise and descriptive word choice, including varied adjectives and adverbs to elaborate, a variety of sentence types, cohesive sentences, and the active or passive voice as appropriate during formal and informal communication, to support audience comprehension	<b>B1.5</b> use precise and descriptive word choice, including varied adjectives and adverbs to elaborate, a variety of sentence types, cohesive and coherent sentences, and the active or passive voice as appropriate during formal and informal communication, to support audience comprehension	<b>B1.5</b> use precise and descriptive word choice, including domain-specific vocabulary from various subjects, and cohesive and coherent sentences during formal and informal communication, to support audience comprehension

## OVERALL EXPECTATION B2. Language Foundations for Reading and Writing:

demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing\*

### SPECIFIC EXPECTATIONS

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Phonemic Awareness</b>							
<b>B2.1</b> use understanding of the sound structure of spoken words to orally isolate, blend, and segment phonemes, from simple structures with two phonemes to structures with more phonemes							
<b>Alphabetic Knowledge</b>							
<b>B2.2</b> name and form the upper- and lowercase letters both in and out of order and demonstrate knowledge of alphabetic order, with automaticity							
<b>Phonics: Grapheme-Phoneme Correspondence</b>							
<b>B2.3</b> identify, read, and spell most common grapheme-phoneme correspondences of consonants and vowels, with automaticity							

\* For an elaboration of the mandatory learning associated with specific expectations in B2 in Grades 1 to 4, see Appendix A in the language curriculum.

**SPECIFIC EXPECTATIONS** *(continued)*

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Word-Level Reading and Spelling: Using Phonics Knowledge</b>							
<b>B2.4</b> use phonics knowledge and phonemic blending to read words, and phonemic segmentation to spell phonetically regular words, in isolation and various text contexts	<b>B2.1</b> use phonics knowledge, including phonemic blending to read words and set for variability to correct approximations, and phonemic segmentation to spell phonetically regular monosyllabic and multisyllabic words, in isolation and various text contexts	<b>B2.1</b> use consolidated phonics knowledge, including phonemic blending to read words and set for variability to correct approximations, and phonemic segmentation to spell phonetically regular monosyllabic and multisyllabic words, in isolation and various text contexts					
<b>Word-Level Reading and Spelling: Using Orthographic Knowledge</b>							
<b>B2.5</b> use developing orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading	<b>B2.2</b> use orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading	<b>B2.2</b> use consolidated orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading					

**SPECIFIC EXPECTATIONS** *(continued)*

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Word-Level Reading and Spelling: Using Morphological Knowledge</b>							
<b>B2.6</b> use developing knowledge of the meanings of words and common morphemes (i.e., bases, prefixes, and suffixes) to read and spell words	<b>B2.3</b> use developing knowledge of the meanings of words and common morphemes (i.e., bases, prefixes, and suffixes) to read and spell words	<b>B2.3</b> use developing knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words	<b>B2.1</b> use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words	<b>B2.1</b> use generalized knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words with accuracy and automaticity	<b>B2.1</b> use generalized knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell complex words with accuracy and automaticity	<b>B2.1</b> use generalized knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell complex words with accuracy and automaticity	<b>B2.1</b> use consolidated knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell complex words with accuracy and automaticity
<b>Vocabulary</b>							
<b>B2.7</b> demonstrate an understanding of commonly used words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use their developing morphological knowledge to analyze and understand new words in context	<b>B2.4</b> demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use their developing morphological knowledge to analyze and understand new words in context	<b>B2.4</b> demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use morphological knowledge to analyze and understand new words in context	<b>B2.2</b> demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use morphological knowledge to analyze and understand new words in context	<b>B2.2</b> demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context	<b>B2.2</b> demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context	<b>B2.2</b> demonstrate an understanding of a wide variety of words, acquire and use explicitly taught vocabulary flexibly in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context	<b>B2.2</b> demonstrate an understanding of a wide variety of words, acquire and use explicitly taught vocabulary flexibly in various contexts, including other subject areas, and use consolidated morphological knowledge to analyze and understand new words in context

**SPECIFIC EXPECTATIONS** *(continued)*

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Reading Fluency: Accuracy, Rate, and Prosody</b>							
<b>B2.8</b> read simple words, short sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression	<b>B2.5</b> read words, sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression and intonation	<b>B2.5</b> read words, complex sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud using varied expression and intonation according to the purpose of reading	<b>B2.3</b> read a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading	<b>B2.3</b> read a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading	<b>B2.3</b> read a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading	<b>B2.3</b> read a variety of complex texts fluently, with accuracy and appropriate pacing, to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading	<b>B2.3</b> read a variety of complex texts fluently, with accuracy and appropriate pacing, to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading

## OVERALL EXPECTATION B3. Language Conventions for Reading and Writing:

demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts \* \*

### SPECIFIC EXPECTATIONS

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Syntax and Sentence Structure</b>							
<b>B3.1</b> identify and construct simple and compound sentences, including declarative, imperative, interrogative, and exclamatory sentences	<b>B3.1</b> identify and construct declarative, imperative, interrogative, and exclamatory sentences, including compound sentences	<b>B3.1</b> identify and construct various sentence types and forms, including simple sentences, compound sentences, and complex sentences containing adverbial clauses	<b>B3.1</b> identify and construct various sentence types and forms, including simple and compound sentences formed with prepositional phrases and/or independent and dependent clauses	<b>B3.1</b> identify and construct various sentence types and forms, including compound-complex sentences, and correct sentence fragments and run-on sentences	<b>B3.1</b> use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including using and creating complex sentences with adjective or relative clauses to express relationships among ideas	<b>B3.1</b> use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including using and creating complex sentences that combine phrases and clauses to express relationships among ideas	<b>B3.1</b> use their knowledge of sentence types and forms to construct complex sentences that connect and communicate ideas accurately and effectively

\* \* For an at-a-glance view of the mandatory learning in B3 across grades, see Appendix B in the language curriculum.



**SPECIFIC EXPECTATIONS** *(continued)*

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Grammar</b>							
<p><b>B3.2</b> demonstrate an understanding of the functions of parts of speech in sentences, including common singular and plural nouns, using the pronoun "I", the past, present, and future verb tenses, common adjectives and adverbs, and common conjunctions, and use this knowledge to support comprehension and communicate meaning clearly</p>	<p><b>B3.2</b> demonstrate an understanding of the functions of parts of speech in sentences, including abstract and collective nouns, personal pronouns, forms of the verb "to be", comparative and superlative adjectives, conjunctions, and recognition of the words that adverbs modify, and use this knowledge to support comprehension and communicate meaning clearly</p>	<p><b>B3.2</b> demonstrate an understanding of the functions of parts of speech in sentences, including possessive nouns, linking verbs and the progressive tense, interrogative adjectives and adverbs, and prepositions and interjections, and use this knowledge to support comprehension and communicate meaning clearly</p>	<p><b>B3.2</b> demonstrate an understanding of the functions of parts of speech in sentences, including relative pronouns, the perfect verb tense and interrogative and imperative verbs, and the use of pronouns as adjectives, and use this knowledge to support comprehension and communicate meaning clearly</p>	<p><b>B3.2</b> demonstrate an understanding of the functions of parts of speech in sentences, including direct objects for nouns, intensive and reflexive pronouns, proper adjectives, and correlative conjunctions, and use this knowledge to support comprehension and communicate meaning clearly</p>	<p><b>B3.2</b> demonstrate an understanding of the functions of parts of speech in sentences, including nouns that are gerunds, distinguishing and converting between active and passive voice, and use this knowledge to support comprehension and communicate meaning clearly</p>	<p><b>B3.2</b> demonstrate an understanding of the functions of parts of speech in sentences, including indirect objects and predicate nouns, predicate adjectives, participles, and adverbial phrases, and use this knowledge to support comprehension and communicate meaning clearly</p>	<p><b>B3.2</b> demonstrate an understanding of the functions of parts of speech in sentences, refine their understanding of grammar, and use this knowledge to support comprehension and communicate meaning clearly and precisely</p>

## SPECIFIC EXPECTATIONS *(continued)*

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Capitalization and Punctuation</b>							
<p><b>B3.3</b> use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly, including the use of a capital letter at the beginning of a sentence and the appropriate punctuation mark at the end</p>	<p><b>B3.3</b> use their understanding of the meaning and function of capitalization and punctuation to communicate clearly, including capital letters for proper nouns, commas to separate items in lists, apostrophes for possessives, and quotation marks for direct speech</p>	<p><b>B3.3</b> use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly, including the use of capital letters in dialogue and for words in titles, commas and quotation marks to mark direct speech and direct quotations from texts within sentences, and apostrophes to indicate contractions</p>	<p><b>B3.3</b> use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of capital letters for proper adjectives, commas to set off nouns of direct address, and quotation marks to indicate the title of a short work</p>	<p><b>B3.3</b> use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of commas to set off advanced phrases or clauses such as appositives and participles, and colons for introducing a list after a complete sentence</p>	<p><b>B3.3</b> use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of colons in formal letters and memo salutations and to indicate a new speaker in script dialogue, and commas after transitional words or phrases</p>	<p><b>B3.3</b> use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of colons to introduce a quotation after a complete sentence, semicolons to separate two independent clauses, commas to set off conjunctive adverbs, and ellipses or dashes to indicate an omission, a pause, or a break</p>	<p><b>B3.3</b> use and refine their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, when reading and writing</p>