

**Vertical Alignment
of
English Language Arts
and Reading
&
English Language
Proficiency Standards**

Grades K–5

Fiction Strand

PEARSON

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KINDERGARTEN

Proclamation 2010 English Language Arts/Reading K–1, Reading 2–5

K (8) Reading/Comprehension of Literary Text/FICTION. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

- (A) retell a main event from a story read aloud; and
- (B) describe characters in a story and the reasons for their actions.

K (22) Listening and Speaking/SPEAKING. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to: share information and ideas by speaking audibly and clearly using the conventions of language.

K (23) Listening and Speaking/TEAMWORK. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to: follow agreed-upon rules for discussion, including taking turns and speaking one at a time.

K (14) Writing/LITERARY TEXTS. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

- (A) dictate or write sentences to tell a story and put the sentences in chronological sequence; and
- (B) write short poems.

English Language Proficiency Standards — ELPs

- ELPS (1) Cross-curricular second-language acquisition/learning strategies.** The ELL uses language learning strategies to develop an awareness of the learning processes in all content areas.
- (3) Cross-curricular second-language acquisitions/SPEAKING. The students are expected to:**
- (C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy, and ease as more English is acquired;
 - (E) share information in cooperative learning interactions.
- (4) Cross-curricular second-language acquisitions/READING. The students are expected to:**
- (D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text.
- (5) Cross-curricular second-language acquisitions/Writing. The students are expected to:**
- (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

GRADE 1

Proclamation 2010 English Language Arts/Reading K–1, Reading 2–5

1 (9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

- (A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and
- (B) describe characters in a story and the reasons for their actions and feelings.

1 (5) Reading/FLUENCY. Students read grade-level text with fluency and comprehension. Students are expected to: read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

1 (28) Listening and Speaking/SPEAKING. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.

1 (29) Listening and Speaking/TEAMWORK. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to: follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions

1 (18) Writing/LITERARY TEXTS. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

- (A) write brief stories that include a beginning, middle, and end; and
- (B) write short poems that convey sensory details.

English Language Proficiency Standards — ELPS

- ELPS (1) Cross-curricular second-language acquisition/learning strategies.** The ELL uses language learning strategies to develop an awareness of the learning processes in all content areas.
- (3) Cross-curricular second-language acquisitions/SPEAKING. The students are expected to:**
- (C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy, and ease as more English is acquired;
 - (E) share information in cooperative learning interactions.
- (4) Cross-curricular second-language acquisitions/READING. The students are expected to:**
- (D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text.
- (5) Cross-curricular second-language acquisitions/WRITING. The students are expected to:**
- (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

GRADE 2

Proclamation 2010 English Language Arts/Reading K–1, Reading 2–5

- 2 (9) **Reading/Comprehension of Literary Text/FICTION.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
- (A) describe similarities and differences in the plots and settings of several works by the same author; and
 - (B) describe main characters in works of fiction, including their traits, motivations, and feelings.
- 2 (4) **Reading/FLUENCY.** Students read grade-level text with fluency and comprehension. Students are expected to: read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- 2 (29) **Listening and Speaking/SPEAKING.** Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.
- 2 (30) **Listening and Speaking/TEAMWORK.** Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to: follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

Proclamation 2011 English Language Arts Grades 2–5

- 2 (18) **Writing/LITERARY TEXTS.** Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
- (A) write brief stories that containing beginning, middle, and end; and
 - (B) write short poems that convey sensory details.

English Language Proficiency Standards — ELPs

- ELPS (1) Cross-curricular second-language acquisition/learning strategies.** The ELL uses language learning strategies to develop an awareness of the learning processes in all content areas.
- (3) Cross-curricular second-language acquisitions/SPEAKING. The students are expected to:**
- (C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy, and ease as more English is acquired;
 - (E) share information in cooperative learning interactions.
- (4) Cross-curricular second-language acquisitions/READING. The students are expected to:**
- (D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text.
- (5) Cross-curricular second-language acquisitions/WRITING. The students are expected to:**
- (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

GRADE 3

Proclamation 2010 English Language Arts/Reading K–1, Reading 2–5

- 3 (8) Reading/Comprehension of Literary Text/FICTION.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
- (A) sequence and summarize the plot’s main events and explain their influence on future events; sequence and
 - (B) describe the interaction of characters including their relationships and the changes they undergo; and
 - (C) identify whether the narrator or speaker of a story is first or third person.
- 3 (3) Reading/FLUENCY.** Students read grade-level text with fluency and comprehension. Students are expected to: read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- 3 (30) Listening and Speaking/SPEAKING.** Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to: speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
- 3 (31) Listening and Speaking/TEAMWORK.** Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to: participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

Proclamation 2011 English Language Arts Grades 2–5

- 3 (18) Writing/LITERARY TEXTS.** Students write to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
- (A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and
 - (B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse)

English Language Proficiency Standards — ELPS

- ELPS (1) Cross-curricular second-language acquisition/learning strategies.** The ELL uses language learning strategies to develop an awareness of the learning processes in all content areas.
- (3) Cross-curricular second-language acquisitions/SPEAKING. The students are expected to:**
- (C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy, and ease as more English is acquired;
 - (E) share information in cooperative learning interactions.
- (4) Cross-curricular second-language acquisitions/READING. The students are expected to:**
- (D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text.
- (5) Cross-curricular second-language acquisitions/WRITING. The students are expected to:**
- (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

GRADE 4

Proclamation 2010 English Language Arts/Reading K–1, Reading 2–5

- 4 (6) Reading/Comprehension of Literary Text/FICTION.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
- (A) sequence and summarize the plot's main events and explain their influence on future events;
 - (B) describe the interaction of characters including their relationships and the changes they undergo; and
 - (C) identify whether the narrator or speaker of a story is first or third person.
- 4 (1) Reading/FLUENCY.** Students read grade-level text with fluency and comprehension. Students are expected to: read aloud grade-level appropriate stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- 4 (28) Listening and Speaking/SPEAKING.** Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to: express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.
- 4 (29) Listening and Speaking/TEAMWORK.** Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to: participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

Proclamation 2011 English Language Arts Grades 2–5

- 4 (16) Writing/LITERARY TEXTS.** Students write to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
- (A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and
 - (B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse)

English Language Proficiency Standards — ELPs

- ELPS (1) Cross-curricular second-language acquisition/learning strategies.** The ELL uses language learning strategies to develop an awareness of the learning processes in all content areas.
- (3) Cross-curricular second-language acquisitions/SPEAKING. The students are expected to:**
- (C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy, and ease as more English is acquired;
 - (E) share information in cooperative learning interactions.
- (4) Cross-curricular second-language acquisitions/READING. The students are expected to:**
- (D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text.
- (5) Cross-curricular second-language acquisitions/Writing. The students are expected to:**
- (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

GRADE 5

Proclamation 2010 English Language Arts/Reading K–1, Reading 2–5

- 5 (6) **Reading/Comprehension of Literary Text/FICTION.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
- (A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;
 - (B) explain the roles and functions of characters in various plots, including their relationships and conflicts; and
 - (C) explain different forms of third-person points of view in stories.

- 5 (1) **Reading/FLUENCY.** Students read grade-level text with fluency and comprehension. **Students are expected to:** read aloud grade-level appropriate stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

- 5 (28) **Listening and Speaking/SPEAKING.** Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. **Students are expected to:** give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.

- 5 (29) **Listening and Speaking/TEAMWORK.** Students work productively with others in teams. **Students continue to apply earlier standards with greater complexity. Students are expected to:** participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.

Proclamation 2011 English Language Arts Grades 2–5

- 5 (16) **Writing/LITERARY TEXTS.** Students write literacy texts to express their ideas and feelings about real or imagined people, events, and ideas. **Students are expected to:**
- (A) write imaginative stories that include:
 - (i) a clearly defined focus, plot, and point of view,
 - (ii) a specific, believable setting created through the use of sensory details; and
 - (iii) dialogue that develops the story; and
 - (B) write poems using:
 - (i) poetic techniques (e.g., alliteration, onomatopoeia);
 - (ii) figurative language (e.g., similes, metaphors); and
 - (iii) graphic elements (e.g., capital letters, line length).

English Language Proficiency Standards — ELPS

- ELPS (1) Cross-curricular second-language acquisition/learning strategies.** The ELL uses language learning strategies to develop an awareness of the learning processes in all content areas.
- (3) Cross-curricular second-language acquisitions/SPEAKING. The students are expected to:**
- (C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy, and ease as more English is acquired;
 - (E) share information in cooperative learning interactions.
- (4) Cross-curricular second-language acquisitions/READING. The students are expected to:**
- (D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text.
- (5) Cross-curricular second-language acquisitions/WRITING. The students are expected to:**
- (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.