

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

Grades K–5

**Theme and Genre Strand**

PEARSON

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# KINDERGARTEN

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

- K (6) Reading/Comprehension of Literary Text/THEME AND GENRE.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
- (A) identify elements of a story including setting, character, and key events;
  - (B) discuss the big idea (theme) of a well-known folk tale or fable and connect it to personal experience;
  - (C) recognize sensory details; and
  - (D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folk tales from various cultures.
- 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 (7) **Reading/Comprehension of Literary Text/THEME AND GENRE.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
- (A) connect the meaning of a well-known story or fable to personal experiences; and
  - (B) explain the function of recurring phrases (e.g., “Once upon a time” or “They lived happily ever after”) in traditional folk and fairy tales.
- 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 (6) **Reading/Comprehension of Literary Text/THEME AND GENRE.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
- (A) identify moral lessons as themes in well-known fables, legends, myths, or stories; and
  - (B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.
- 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 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 3

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

- 3 (5) **Reading/Comprehension of Literary Text/THEME AND GENRE.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
- (A) paraphrase the themes and supporting details of fables, legends, myths, or stories; and
  - (B) compare and contrast the settings in myths and traditional folktales.
- 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 (3) Reading/Comprehension of Literary Text/THEME AND GENRE.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
- (A) summarize and explain the lesson or message of a work of fiction as its theme; and
  - (B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.
- 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 (3) **Reading/Comprehension of Literary Text/THEME AND GENRE.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
- (A) compare and contrast the themes or moral lessons of several works of fiction from various cultures;
  - (B) describe the phenomena explained in origin myths from various cultures; and
  - (C) explain the effect of a historical event or movement on the theme of a work of literature.

- 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.