QAD's Guide to AERO
English Language Arts Standards

What are the AERO Standards?	Why AERO?
The American Education Reaches Out (AERO) are a set of learning expectations in English language arts and mathematics designed to prepare K-12 students for college and career success. The AERO Standards communicate what is expected of students at each grade level, putting students, parents, teachers, and school administrators on the same page, while working toward shared goals.	The AERO Standards are important because they will help all children – no matter who they are – learn the same skills needed for college and career. They create clear expectations for what your child should know and be able to do in key areas: Literacy (**reading**, **writing**, **speaking** and **listening** in all subject areas**) and mathematics**. If you know what these expectations are, then you can help your child prepare because you are your child's first teacher. Our students are future scientists, researchers, managers, and designers. They must be problem solvers and collaborators. AERO Standards prepares them to compete with students from around the world.

How can families support school success?

Partnerships with families are essential to academic achievement. Put simply, schools cannot educate students alone. How can families partner with the school?

1. Know what your child should be learning.
2. Ask the teacher if your child has mastered the skills that have been taught.
3. Ask how you can support learning at home. Ask for activities to use at home with their child to support mastery of the AERO Standards.
4. Read. Read. Read. Have your child read each day and ask them questions. Then have them go into the text to answer the question, "How do you know?"
5. Make sure your child is reading non-fiction books often.

KG AERO Standards

Here are some key **English Language Arts** skills being taught in Kindergarten.

Common Core Standard		Basically, this means your child can…
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	Tell who, what, where, when, why and how after listening to stories.
RL.K.2	With prompting and support, retell familiar stories, including key details.	Retell a story.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	Tell the characters, setting and what happens in a story.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	Tell the main topic and details in a nonfiction book.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	Tell the difference between storybooks and poems.
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Tell who the author and illustrator are. He can tell what their jobs are.
RI.K.5	Identify the front cover, back cover, and title page of a book.	Find the front cover, back cover and title page in a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	I can tell who the author and illustrator are. He can tell what their jobs are.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Use the illustrations to help to tell the story.

RF.K.1	Demonstrate understanding of the organization and basic features of print.
	  a. Follow words from left to right, top to bottom, and page by page.
	  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.
		Use basic text features to help him read.
		(Read left to right, read top to bottom, spaces between words)
		
		Recognize and name all upper and lowercase letters.

Grade 1 AERO Standards

Here are some key **English Language Arts** skills being taught in 1st Grade.

Common Core Standard		Basically, this means your child can…
RL.1.1	Ask and answer questions about key details in a text.	Tell who, what, where, when, why and how after reading stories.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Retell a story.
RL.1.3	Describe characters, settings, and major events in a story, using key details.	Tell the characters, setting and what happens in a story.
RI.1.1	Ask and answer questions about key details in a text.	Tell who, what, where, when, why and how after reading nonfiction.
RI.1.2	Identify the main topic and retell key details of a text.	Find the main topic and details in a section of nonfiction.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Make and describe connections between two people, events or ideas in nonfiction.
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Tell the difference between fiction and nonfiction.
RL.1.6	Identify who is telling the story at various points in a text.	Talk about who is telling a story.
RI.1.5	Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Use text features to help me understand nonfiction.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Use words and pictures to help me understand nonfiction.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	Use words and pictures to help me tell about the characters, setting and plot.
RI.1.8	Identify the reasons an author gives to support points in a text.	I can find reasons to support the main idea of nonfiction.
RL.1.10	With prompting and support, read informational texts appropriately complex for grade 1. a. Activate prior knowledge related to the information and events in a text. b. Confirm predictions about what will happen next in a text.	Read and understand first grade fiction.
RF.1.1	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).	Use basic text features to help him read. (find the first word, capitalization, ending punctuation)
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.	Read first grade words.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	Read with expression, read accurately, and reread to understand what words mean.

Grade 2 AERO Standards

Here are some key **English Language Arts** skills being taught in 2nd Grade.

	Common Core Standard	Basically, this means your child can…
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Tell who, what, where, when, why and how after reading stories.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Retell a story.
RL.2.3	Describe how characters in a story respond to major events and challenges.	Tell how characters in a story respond to parts in a story.
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Tell who, what, where, when, why and how after reading nonfiction.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Find the main idea in a section of nonfiction.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Understand how words in a story can sound like music.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Find and understand the beginning, middle and end of a story.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Tell about the points of view of different characters.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Use words and pictures to help me tell about the characters, setting and plot.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Use diagrams and pictures to help him understand nonfiction.
RI.2.8	Describe how reasons support specific points the author makes in a text.	Find reasons to support the main idea of nonfiction.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Read second grade words.
RF.2.4	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.	Read with expression. Read accurately. Reread to understand what words mean.

Grade 3 AERO Standards

Here are some key **English Language Arts** skills being taught in 3rd Grade.

Common Core Standard		Basically, this means your child can…
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and answer questions to show that they understand the stories that he is reading.
RL.3.2	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.	Retell stories from diverse cultures and figure out the lessons or morals of the stories.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Describe characters in stories and explain how their actions affect the story.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	Tell the difference between what they and what the author or characters might think.
RI.3.3	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.	Describe the historical events, scientific ideas, or steps in procedures using words to show the sequence.
RI.3.6	Distinguish their own point of view from that of the author of a text.	Tell the difference between what they think and what an author writes.

RF.3.3	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.
		Read third grade words that are not spelled in a regular way.

RF.3.4	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
	    a. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		Read fluently, accurately and with expression.

Grade 4 AERO Standards

Here are some key **English Language Arts** skills being taught in 4ᵗʰ Grade.

	Common Core Standard	Basically, this means your child can…
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Explain a story by referring to details and examples in the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Summarize a piece of fiction in her own words.
RL.4.3	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).	Use specific details in a story to help describe a character, setting or event in the story.
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Figure out the meanings of words and phrases an author uses.
RL.4.5	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.	Refer to specific elements of poems (verse, rhythm, meter) and plays (characters, settings, descriptions, dialogue, stage directions) when he writes or talks about a piece of fiction.
RL.4.7	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.	Make connections between a written text and a dramatic interpretation of the same text.
RI.4.1	Ask and answer questions about key details in a text.	Explain what a piece of nonfiction teaches by referring to details and examples in the text.
RI.4.2	Identify the main topic and retell key details of a text.	Figure out the main idea in nonfiction by thinking about the details in the text.
RI.4.2	Identify the main topic and retell key details of a text.	Summarize a piece of nonfiction.
RI.4.7	Use the illustrations and details in a text to describe its key ideas.	Interpret and use information from charts, graphs, diagrams, time lines, animations or other internet presentations to understand nonfiction.
RF.4.4	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.	Use context to check my understanding of fourth grade text, and reread if necessary.

Grade 5 AERO Standards

Here are some key **English Language Arts** skills being taught in 5th Grade.

Common Core Standard		Basically, this means your child can…
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Draw inferences when reading.
RL.5.2	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.	Tell how characters respond to problems.
RL.5.3	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).	Compare and contrast characters, setting or events.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Find the main idea, find how the main idea is supported by details, and summarize what he has read.
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Understand similes and metaphors.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Compare and contrast two texts that tell about the same event or topic.
RI.5.7	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.	Use texts to locate an answer or to solve a problem.
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Put together ideas from different texts to talk about a topic.
RF.5.4	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.	Read fluently and accurately.