



**Orange School District**

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# Language Arts Literacy

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**Curriculum Guide – Grades K-2**  
2010 EDITION

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## **Philosophy**

In Orange, we recognize that each student is unique and that the purpose of education is to enable every student to acquire the learning skills necessary to compete in the global community. It is essential that we provide a rigorous, high-quality Language Arts curriculum that allows each student's talents and abilities to be developed to their full potential. The Orange Board of Education believes that language is fundamental for all other learning. The Language Arts Curriculum allows children to explore the many facets that construct the richness of language and the many genres through which authors express ideas about the world with the ultimate goal of preparing students to read, write, speak and think critically.

## **Purpose and Vision**

The purpose of the Orange Language Arts Literacy Curriculum Guide is to provide a blueprint for organizing instructional strategies, methodologies and activities that provide an opportunity for every child to meet and exceed the New Jersey Language Arts Literacy Core Curriculum Content Standards NJCCCS and/or the Common Core State Standards. It will guide the implementation of the standards by specifying the design of instructional materials, curriculum and instructional strategies. The standards designate what to teach at specific grade levels, and this guide provides procedures and selected research-based approaches for implementing instruction to meet the diverse needs of the student population, including those with special learning needs and whose native language is other than English.

Educators will use the guide and the content standards as a road map for curriculum and instruction. The ultimate goal is cultivate global, independent thinkers by shifting classroom priorities from teaching to learning, with a focus on student outcomes. This paradigm shift in instructional trends from a teacher-directed model is designed to allow a student-centered learning environment to thrive. The guide will also:

- Provide a vertical and horizontal framework for content and skills in alignment with the standards and district benchmarks
- Provide student outcomes that are developmentally appropriate and measurable
- Provide a flexible framework within which teachers can design instructional strategies and models that address various learning styles for a more individualized student learning environment
- Present the *Big Idea* of content and skills for the purpose of creating an environment of *Enduring Understanding* through *Essential Questions* and student-centered learning scenarios
- Provide resources of *Best Practices* from which teachers can glean examples of instructional strategies upon which they can model their classes

Intentional cross curricular content connections will guide students through the learning process by the use of active learning techniques which include:

- Discovery
- Exploration
- Project-based Learning (PBL)
- Essential Questioning
- Collaborative learning groups
- Learning centers

The Language Arts Literacy Curriculum Guide provides a balanced and comprehensive approach that focuses on:

- Explicit teaching of skills as a means of supporting mastery of standards English conventions, comprehension strategies and communication skills to cultivate competent learners
- Acquisition of literacy skills to support efficient readers, writers, speakers, listeners and viewers
- Engage students in activities to develop self-monitoring strategies before, during and after reading

- Instructional activities that provide opportunities for students to engage in problem-solving and inquiry skills
- A variety of literary genres to create well rounded
- Differentiated instructional strategies to address diverse leaning styles and needs
- Project based authentic learning activities
- Instructional practices delivered in meaningful contexts in order to enable students to preserve the learning for future use or transfer to other learning activities
- The use of technology as a tool for learning to develop 21<sup>st</sup> century learners
- Intentional, explicit and systematic instruction in phonemic awareness and phonics, fluency, comprehension, and vocabulary development

The Orange School District uses the *Balanced Literacy Framework* to structure its Language Arts Literacy program in grades K-8. The chart below characterizes the fundamentals of the *Reader's Workshop* and *Writer's Workshop*. These two components lay the foundation of the Balanced Literacy program.

## **Balanced Literacy Model**

### **Reading**

Reading instruction is organized around a workshop structure based on Fountas and Pinnell's *Guided Reading: Good First Teaching For All Children*. The reading section focuses on developing comprehension strategies including establishing a purpose for reading, making predictions, making connections, visualizing, and self-correcting. Students also receive many opportunities to develop fluency through repeated readings, reader's theater, buddy reading and other oral reading activities.

The Reader's Workshop model includes the following components: mini- lesson with teacher read aloud, guided reading, independent reading, and sharing. The essential elements of a balanced literacy program include independent reading, guided reading, read-alouds, buddy reading, and small group discussion.

### **Writing**

Writing instruction is organized around a workshop structure based on Lucy Calkin's *Units of Study for Primary Writing*. This means that students receive brief direct instruction in an important aspect of good writing, followed by time to write and conference with peers and the Teacher. It includes time for sharing and writing with the class or small group. Some areas for focus in the first grade are writing personal narratives, developing "small moments", creating stories with a basic story structure, adding details in revision, and editing for spelling, complete sentences and appropriate end punctuation.

Speaking and listening instruction is integrated into the school day in a variety of instructional venues including morning meeting, guided reading, writer's and reader's workshop, peer conferencing, and class and small group discussion.

Holistic rubrics based on the rubrics used by the NJDOE for the purpose of scoring state assessments, are used to help students gauge their writing skills and progress. The Skill Level Master Matrix is also used to indicate progress of each student for reading and writing. These tools are included in the student's portfolio which has become an important collection of student work used by teachers to indicate progress, and address gaps in skill master.

## **Components of Balanced Literacy**

### **Reading Workshop**

The reading workshop is one component of a balanced reading program. The reading workshop is comprised of a mini-lesson, student reading time, a mid-workshop teaching point, and a teaching share time. Descriptions of each of these portions of the workshop follow. Balanced Literacy also includes phonics, an interactive read-aloud, a writing workshop, as well as other components.

### **Writing Workshop**

The writing workshop, a daily component of balanced literacy, generally follows the same format as the reading workshop. It begins with a mini-lesson and is followed by independent writing time. During this time, children write about self-selected topics as the teacher goes around the room to confer or pull together small groups of children who need the same kind of support. The teacher often stops the class to make a mid-workshop teaching point. Children then return to their writing or perhaps meet with writing partners to talk about their work. At the end of writing workshop, the teacher leads a teaching share time.

### **Mini-lesson**

Reading workshop begins with children gathering in the classroom meeting area for a short (5-10 minute) mini-lesson. During the mini-lesson, we clearly state the teaching point and then demonstrate exactly what we want children to learn to do as readers. The children then have an opportunity to practice the skill or strategy during the mini-lesson after the demonstration. For example, a teacher might determine that many children are having a difficult time reading with fluency and decide to teach them how to take in more of a sentence when they need. On a subsequent day, the teacher might help children realize that readers actually try to visually take in all of the words before the next piece of punctuation. In this sort of way, one mini-lesson would dovetail with the next in a series of lessons designed, in this example, to teach students strategies that will help them read with appropriate phrasing, intonation and expression. Other mini-lessons will support students as they progress towards other proficiencies.

### **Student Reading Time with Conferring and Small Group Work**

In most reading workshops, teachers divide the work time between private time when students read quietly to themselves (85% of work time), and partner time, when students meet to talk with their reading partners (15% of work time). After the mini-lesson, students read self-selected just-right books. Students read privately and quietly while the teacher moves about the classroom, conferring with individuals. The teacher may also lead a guided reading group and/or a strategy lesson during this time.

### **Mid-Workshop Teaching Point**

Often in the midst of a workshop, we convene children's attention so that we can give a quick pointer in response to a shared problem we're seeing or so we can share an example of what one reader has done that might help others. Sometimes these mid-workshop interventions also allow us to correct a misconception, remind students of a previous day's lesson that has special relevance, instruct students about their upcoming partner work, or rally readers to work harder or longer. The mid-workshop teaching point usually takes no longer than a few minutes, and students generally stay in their reading spots rather than reconvening in the meeting area.

### **Partner Time**

Students are matched in homogeneous partnerships and meet with their partners almost every day during reading workshop (when children are working within reading clubs, these often replace partnership conversations). Ideally, partners read the same text during private reading time. This makes it likely that they will talk in ways that support each other's comprehension of those shared texts. Often, however, classrooms don't have duplicate of books, and therefore this isn't possible. In these instances, children swap books with partners and read within the same series or books by the same author. The teacher confers with partnerships to support and extend the work children are doing together, and he or she may convene several partnerships so as to work with a small group during partner time.

### **Teaching Share**

At the end of the workshop (after reading time), the teacher brings closure to the day's work. Often (but not always) children gather in the central meeting area. This time is used to share ways in which students have incorporated that day's mini-lesson into their work and to share their new insights or discoveries. The teacher often asks readers to show their partners what they've done or to discuss what they've learned. The teacher sometimes retells a conference or asks a student to share his or her reading work. The share session functions almost as a separate and smaller mini-lesson. It may arise from a particular conference in which the teacher notices a student doing strong reading work that merits being shared with the rest of the students. The share time usually lasts no longer than 5 minutes.

### **Small Group Instruction**

In many classrooms teachers fit small group instruction into the reading workshop itself. Often as children read, teachers confer with a couple of children and then meet with a small group. In some classrooms, however, teachers have a separate time blocked out in the day to meet with small groups of readers. Sometimes reading specialists 'pull in' to the class at this time.

It's important that small group work not substitute for the reading workshop, but instead, offer additional opportunities for instruction.

There are many different formats for small group instruction; a couple of those formats are described below:

### **Guided Reading**

A guided reading group is generally comprised of children who are reading books at a similar level of difficulty. The teacher chooses a text that is at the students' instructional reading level. (That is, with support from a few minute long introduction children will be able to read the text with 95% accuracy, fluency and comprehension.) At the beginning of the guided reading lesson, the teacher introduces the text in a way that enables the children to read it on their own without major difficulty, while still encountering challenges the teacher has strategically chosen. During the introduction, the teacher might angle the reading in a particular way by saying something like, "Readers, when you read this, make sure you pay special attention to the punctuation because it will help you read smoothly." The teacher watches as each child reads the text on his or her own, sitting near to others in the group. The teacher notices as readers puzzle out the tricky parts, and observes which strategies children use and do not use if they encounter difficulties. The teacher lightly coaches readers individually. A guided reading lesson tends to take less than fifteen minutes.

### **Strategy Lesson**

During a strategy lesson, the teacher pulls together a small group of students who need similar coaching or support. These students may or may not be reading similarly leveled books; either way, they'd benefit from a similar instruction. For example, students from a range of reading levels who need support with fluency could be assembled for a strategy lesson. At the start of a strategy lesson, the teacher shares her teaching point and briefly demonstrates what she wants to teach. During the Active Engagement portion of the lesson, students try the strategy using their own texts (or the teacher-supplied text). The teacher coaches students as they read and try the strategy. Sometimes she may gather the cluster of children together at the end of this work to reinforce the teaching point. Strategy lessons tend to last ten minutes or less; during 90% of this time, children are working and the teacher is coaching.

### **Special Interventions**

Some students may need extra support with a particular aspect of reading. These children struggle to 'get it' even though a teacher has taught the particular strategy over and over during mini-lessons, reading conferences, and small group instruction. In these cases, a teacher will need to think 'out of the box' in order to develop an instructional plan. For example, children who continue to read in a monotone with no evidence of phrasing even after ample whole class, small group, and individual instruction may profit from being asked to read into a tape recorder for a few days. Then again, perhaps the teacher will type a certain text in a vertical fashion so that children who struggle with phrasing can see in a concrete way how to chunk a text. In any case, the interventions are tailored to offer children another entry way into acquiring a particular strategy.

### **Book Clubs**

Book clubs in upper grade classrooms involve four to six children who talk across a whole line of books. Book Club members generally read at home, using more of class time to talk. This structure allows you to teach reading skills while your children read, talk and write about a particular genre. Book club groups generally meet 2-3 times a week to discuss a shared book they select as a group, progressing through the text in sync with each other. This means that members of any one club need to be fairly well-matched by reading level. The groups especially profit if the group members reflect diversity of gender, ethnicity, and their abilities to engage in book-talks. If it seems difficult to establish book clubs immediately, and you may begin this unit with partnerships around the genre you select, and then as children seem ready, you can pull two similar partnerships together to form clubs.

Since the conversation relies upon members having read to the same point in their texts, children assign themselves several chapters a night. Book clubs provide us with another opportunity to push our readers to read more. Usually there is an expectation that club members will prepare for conversations by doing some writing about the issue that is at the forefront of their conversation.

### **Read-Aloud**

During the read-aloud, a teacher reads aloud to students in order to model and demonstrate the orchestration of strategies that characterize proficient reading. The read-aloud is also a time when students receive instruction that helps them talk well about books with a read-aloud.

Thus, in addition to modeling the work of proficient, fluent, and engaged readers during read-aloud time, the teacher also teaches children how to have accountable conversations about books.

For about twenty minutes daily (and sometimes twenty minutes twice a day), students gather together to listen to the teacher read aloud.

During this time, students discuss their thoughts and ideas about the text, either as a group or in partnerships. These partnerships may be informal (“turn to your neighbor”) or longer-lasting. When choosing read-aloud texts, teachers consider a range of levels, student interests, genre, tones, and authors.

### **Word Study**

Word study is a daily component of balanced literacy for each grade and every level of reader and writer. Teachers generally schedule twenty or thirty minutes a day for word study. During a word study session, the teacher often begins with a ‘mini-lesson’ of sorts and then provides time for students to work independently or in partnerships to make use of the lesson. During the independent work time of word study, students might use white boards, they might go back to their seats to work in small groups around word study instruction, or they might take out their reading and writing to apply the word study instruction. Early readers study phonemic awareness. Other readers study the wide range of vowel sounds and their letter representations. Still other readers learn prefixes, suffixes, word families, spelling strategies, and vocabulary. It is important for word study to transfer into students’ independent reading and writing. To do this, teachers coach children to draw on what they’ve learned during word.

### **Shared Reading**

Although shared reading is most common in K-2 classrooms, upper grade teachers often find it effective, especially when working with small groups of children who need extra support with a particular skill. Shared reading is an opportunity for the teacher to read a text with students. The shared reading text is always a text that everyone in the class or the group can see, so it may be a big book with large print, a poem on a chart, or a text projected by means of an overhead. A shared reading session is characterized by all eyes together on the same text, rather than each child working with his or her own copy of the text.

The teacher often begins each session by warming readers up with a text they already know well. Everyone reads it together, which offers opportunities to work on fluency and phrasing, among other things. Then the teacher turns the students’ attention to the text they are working on, which may be a new text or one they’ve just been exposed to in the last day or two. The teacher may model strategies for figuring out words or for reading with more fluency. Often, teachers will spend several days on a shared reading text

Grammar will be explicitly taught throughout the components of balanced literacy. Explicit teaching of conventions occurs in shared reading, interactive writing, interactive read aloud, and reading and writing workshop. For example:

- In shared reading, the teacher uses a common text to demonstrate specific conventions used by an author.
- In interactive writing, the teacher and the students share a pen to create simple and complex sentences.
- In interactive read aloud, the power of the images created by the author’s use of conventions is discussed.
- In reading and writing workshop, children are guided to use and explore different conventions, both as readers and writers.

Within writing workshop, specific structures must be established and tools must be utilized from the beginning of the year so children can hold themselves accountable for using correct conventional grammar. These include:

- minilessons that demonstrate how a writer uses grammar to convey meaning
- sharing time devoted to rereading writing and checking for sentence structure, punctuation, grammar, and spelling
- rubrics, editing checklists, and self-reflections to assess learning

### **(Read Aloud with accountable talk)**

Interactive Read Aloud time is central to building a literacy community within the class. It is during this time that the teacher will model his/her thinking, and encourage the students to create ideas and share their thinking as well. As children gather to hear stories the teacher will develop partnerships. Through partner conversations, children will learn the art of discourse, which in turn will build children’s text comprehension as well as communication skills.

The teacher’s role during interactive read aloud is complex. The teacher must prepare a line of thinking, and questions reflecting that thinking, as he/she reads the text beforehand. The strategies taught during interactive read aloud will then be incorporated into the reading and writing units and the reading and writing workshop time.

Teacher’s Role:

- Preview book
- Plan instruction



- Facilitate conversation
- Model thinking

Students also have a role during interactive read aloud. They must listen actively to the teacher and to their peers when ideas are shared. They must practice the strategy the teacher asks them to practice as they listen to the teacher read. They must also share their own ideas with their partner, group, or whole class.

Student's role:

- Stay focused and listen
- Participate in conversations (share ideas, ask questions)
- Build conversations
- Share personal response to literature

Interactive read aloud has a structure that allows the students to practice comprehension strategies and to develop ideas through discourse. These structures include ways to sit and talk with your partners and ways to jot down your thinking.

Read Aloud Structures

- Turn and Talk
- Think aloud
- Stop and jot
- Conversational Prompts

Interactive Read Aloud incorporates all of the skills and strategies that students need as readers and writers.

This list portrays what you might see and hear during an interactive read aloud:

- Active Listening
- Sharing personal reflections
- Validating/celebrating/valuing different perspectives/ points of view
- Differentiating between the role of the speaker and the role of the listener
- Allowing for individual opinion
- Questioning the text and each other
- Making connections
- Reading and thinking critically
- Responding to literature
- Children learning from each other (interdependence). Building on each other's ideas.
- Supporting an idea with evidence

Developing discourse

Orange Township Public Schools

**Balanced Literacy Model**

**Read Aloud / Modeled Reading**

*Demonstrates what proficient reading looks and sounds like*

*Exposes children to a variety of genres*

*Models reading strategies*

*Extends understanding of the reading process*

**Independent Reading Workshop**

*Children choose the text  
Children practice at their independent reading level  
Time to practice demonstrates the value of reading*



*Exposes children to high-frequency words  
Models how to determine meaning of words from context  
Teaches how to use words correctly in speaking and written work*



**Independent Writing Workshop**

*Children choose the topic  
Children practice at their independent level  
Time to practice demonstrates the value of writing*

**Guided Reading Workshop**

*Teacher reinforces skills  
Teacher engages children in questioning and discussion  
Teacher acts as a guide  
Children do the reading  
Children practice strategies  
Children build independence*



**Word Study**

*Teaches phonemic awareness and phonics decoding skills  
Classifies word patterns  
Develops spelling skills*

**Guided Writing Workshop**

*Teacher reinforces skills  
Teacher engages children in questioning and discussion  
Teacher acts as a guide  
Children do the writing  
Children practice strategies  
Children build independence*



**Write Aloud / Modeled Writing**

*Demonstrates what proficient writing looks like*

*Models author's writing purpose*

*Exposes children to various writing discourses*

*Teacher and children choose topic*

*Teacher and children compose together*

# English Language Arts Standards

## Reading

### Kindergarten

#### **Print Concepts**

1. Demonstrate understanding of the organization and basic features of print.  
Follow words from left to right, top to bottom, and page by page.  
Recognize that spoken words are represented in written language by specific sequences of letters.  
Understand that words are separated by spaces in print.  
Recognize and name all upper- and lowercase letters of the alphabet.

#### **Phonological Awareness**

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
Recognize and produce rhyming words.  
Count, pronounce, blend, and segment syllables in spoken words.  
Blend and segment onsets and rimes of single-syllable spoken words.  
Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)  
Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

#### **Phonics and Word Recognition**

3. Know and apply grade-level phonics and word analysis skills in decoding words.  
Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.  
Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.  
Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).  
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

#### **Fluency**

4. Read emergent-reader texts with purpose and understanding.

#### **KINDERGARTEN READING LEARNING TO READ INDEPENDENTLY**

A. Develop book/print knowledge and conventions (turn pages from left to right when reading, read words and sentences from left to right, read from top to bottom, return sweep, parts of a book [cover, title, author, illustrator, title page, print represents language])

B. Develop sentence awareness/word

#### **Students are able to hear, isolate, blend and segment sounds in words**

1. Tells whether words or sounds are the same or different (cat/cat=same; cat/car=different).
2. Identifies which word is different when listening to its sounds (e.g. sun, fun, sun)
3. Tells the difference between single speech sounds (e.g. Which one is different? s, s, k)

#### **By the end of Kindergarten students will be able to:**

**Able to identify 25 first sounds or more in words per minute by mid-year in kindergarten using an initial sound fluency assessment**

**Able to segment 35 sounds or more in words per minute by the end of kindergarten using a phoneme segmentation assessment**

**Demonstrate recognition of familiar phonemes using flash cards, word cards, and sentence strips.**

<p>awareness</p> <p>C. Discriminate words and sounds</p> <p>D. Discriminate, identify, and produce rhyming words and alliteration</p> <p>E. Segment phonemes to form words</p> <p>F. Blend sounds to make a spoken word</p> <p>G. Develop knowledge of letters and their sounds (Alphabetic Principle)</p> <p>H. Decode words (phonics)</p> <p>I. Encode words (phonics)</p> <p>J. Read emergently with adequate fluency</p> <p>K. Name and describe new concepts</p> <p>L. Acquire a reading vocabulary consisting of common words (environmental print, sight words, word families)</p> <p>M. Listen to new vocabulary in multiple contexts in order to understand new words and concepts</p> <p>N. Discuss unknown words and word meanings</p> <p>O. Use an increasingly complex and varied spoken vocabulary</p> <p>P. Demonstrate an increasing understanding of new vocabulary introduced in conversations, activities, stories or books</p> <p>Q. Demonstrate the understanding that communication occurs in different ways including the use of various languages, devices, and gestures</p>	<p>4. <b>Identifies whether words rhyme.</b></p> <p>5. <b>Produces a word that rhymes with another.</b></p> <p>6. <b>Says each syllable in 2 and 3 syllable words.</b></p> <p>7. <b>Identifies the first sound in a one syllable word.</b></p> <p>8. <b>Segments individual sounds in one-syllable words with 2-3 phonemes.</b></p> <p>9. <b>Identify sounds of letters of the Alphabet with automaticity</b></p> <p>10. <b>Apply basic elements of phonemic awareness (e.g., letter/sound relationships, beginning and ending sounds, vowel sounds, patterns) to decode unfamiliar words.</b></p> <p>11. <b>Develop simple strategies to monitor beginning reading skills (e.g., using illustrations, using titles, following a pattern, and discussing ideas).</b></p> <p>12. <b>Apply basic elements of phonemic awareness (e.g., vowel sounds, blends, patterns).</b></p> <p><b><u>Students demonstrate competence in using and applying phonetic and word analysis skills</u></b></p> <p>1. <b>Identify names of upper and lower case letters of the alphabet and matching sounds with automaticity.</b></p> <p>2. <b>Know that printed letters and words represent spoken language.</b></p> <p>3. <b>Recognize how print is organized and read (e.g., left to right, top to bottom, letters vs. words).</b></p> <p><b><u>Students use appropriate developmental vocabulary to retell story</u></b></p> <p>1. <b>Use appropriate developmental vocabulary to retell a story</b></p>	<p><b>Participate in classroom games (e.g., charades, picture cards) to demonstrate an understanding of grade-level vocabulary.</b></p> <p><b>Create an initial consonant bulletin board by classifying words onto structures which begin with the same consonant (e.g., c words on a castle, h words on a house).</b></p> <p><b>Participate in oral language experiences that continue a pattern in reading (predicting sequencing, cumulative tales).</b></p> <p><b>Construct a title page for a story read in class that contains a title, name of author, and name of illustrator</b></p> <p><b>Apply sound symbol relationships in phonetic games and activities.</b></p> <p><b>Retell a story after listening to a big book by:</b></p> <ol style="list-style-type: none"> <li>Including descriptions of main characters.</li> <li>Sequencing important events.</li> <li>Demonstrating developmental vocabulary.</li> </ol> <p><b>Create a pictictionary/dictionary to demonstrate an understanding of:</b></p> <ol style="list-style-type: none"> <li>Letter sound correspondence</li> <li>Sight word recognition</li> <li>Inventive spelling</li> </ol> <p><b>Participate in the creation of language experience charts reflecting verbal input for simple sentences and shared stories.</b></p> <p><b>Keep word banks in a journal, index box or card ring for constant reference and monitoring. Practice words (such as a, the, I, my, you, is, are) until students repeat with automaticity. Participate in classroom games (e.g., using picture- name cards) to develop automaticity.</b></p> <p><b>Create phonetic picture cards using categories from classroom word walls</b></p> <p><b>Create a word wall organizing vocabulary into categories (e.g., word families, prepositions, initial and final consonant sounds).</b></p>
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	<p>4. <i>Add to personal knowledge of familiar words and phrases that are recognizable in print.</i></p> <p>5. <i>Develop and increase vocabulary through viewing, listening to and reading a variety of sources (e.g., word walls, journals, language experience charts, big books, predictable books).</i></p> <p>6. <i>Use appropriate grade-level and developmental vocabulary to describe characters and events from a story.</i></p> <p>7. <i>Identify and sort vocabulary into basic categories (e.g., word families: en, ut, ug).</i></p> <p><u><i>Students can read text quickly, accurately, and with expression</i></u></p> <p>1. <i>Participate actively in teacher/peer read-alouds of various literary genres.</i></p> <p>2. <i>Apply basic elements of phonemic awareness (e.g., letter/sound relationships, beginning and ending sounds, vowel sounds, patterns) to decode unfamiliar words.</i></p> <p>3. <i>Recognize familiar words and phrases in print.</i></p> <p>4. <i>Develop beginning reading strategies through buddy reading activities.</i></p> <p>5. <i>Add to personal knowledge of familiar words and phrases that are recognizable in print.</i></p> <p>6. <i>Develop early fluency by reading aloud with assistance from peers and/or the teacher.</i></p> <p>7. <i>Begin to read favorite stories independently.</i></p> <p>8. <i>Add to individual bank of reading strategies for various types of text.</i></p>	<p><i>Add categories to classroom word walls to develop basic phonetic principles (e.g., vowels, word families).</i></p> <p><i>Develop individual journals that reflect a core list of personal words.</i></p> <p><i>Create character puzzles by drawing a character, marking the back with puzzle pieces and writing cues in each puzzle piece describing the character.</i></p> <p><i>Create phonetic picture cards using categories from classroom word walls.</i></p> <p><i>Able to recognize and apply 91 sight words as taken from the Pre-primer and Primer Dolch Sight Word List</i></p> <p><i>Able to read and define vocabulary words found in literary texts</i></p> <p><i>Recite nursery rhymes or simple poems individually and as part of choral performances.</i></p> <p><i>Participate in classroom games (e.g., picture cards, charades) to demonstrate an understanding of grade-level vocabulary.</i></p> <p><i>Keep word banks in a journal, index box or card ring for constant reference and monitoring.</i></p> <p><i>Participate in choral reading, buddy reading, and echo reading. Tape record readings for portfolio.</i></p> <p><i>Read favorite stories to the class or in small groups demonstrating correct intonation, pronunciation and pacing.</i></p>
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**LITERATURE**

***Key Ideas and Details***

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

***Craft and Structure***

4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

***Integration of Knowledge and Ideas***

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).
8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

***Range of Reading and Level of Text Complexity***

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

**INFORMATIONAL TEXT**

***Key Ideas and Details***

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

***Craft and Structure***

4. With prompting and support, ask and answer questions about unknown words in a text.
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

***Integration of Knowledge and Ideas***

7. With prompting and support, 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).
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

***Range of Reading and Level of Text Complexity***

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

***KINDERGARTEN***

***READING CRITICALLY IN ALL CONTENT AREAS***

*A. Determine important ideas and messages in informational texts*

*B. Recognize the characteristics of various types of texts*

***Students demonstrate competence in the skills and strategies of the reading process***

1. ***Establish a purpose for reading by making and checking predictions.***
2. ***Know that stories have characters, settings, events, and problems.***
3. ***Relate stories to real-life experiences.***

***By the end of Kindergarten students will:***

***Model a predictable story by participating in the development of a student generated big book.***

***Draw a picture in response to a fable or other selection read in class:***

- a) *Depicting the main characters*
- b) *Showing the setting*

C. Identify features of informational texts and use them to make meaning

## READING, ANALYZING AND INTERPRETING LITERATURE

A. Understand and respond to a variety of literary selections that are read, listened to or viewed

B. Monitor comprehension while viewing, listening to and reading literary selections

4. Develop simple strategies to monitor beginning reading skills (e.g., using illustrations, using titles, following a pattern, and discussing ideas).
5. Revisit text through predictions, retelling and discussing story elements presented in various genres.
6. Use meaning clues to help comprehension (e.g., pictures, covers, titles).
7. Compare and contrast characters from different stories.
8. Retell stories to include events in sequence.
9. Identify parts of a book (e.g., title, table of contents, name of author and name of illustrator).
10. Use appropriate grade-level and developmental vocabulary to describe characters and events from a story.
11. Identify the story elements of characters, setting, plot, and important events using a story read in class
12. Use strategies to monitor reading (e.g., using illustrations, following a pattern and discussing)

Students effectively apply reading skills and strategies to understand, interpret and appreciate a variety of literary texts, including fiction, poetry, drama, classic and contemporary literature

1. Recognize various genres and literary forms presented in stories and books (e.g., fairy tales, fiction, legends, poems, nursery rhymes).
2. Explore various everyday print materials (e.g., storybooks, poems).
3. Categorize stories from their reading anthology into informational texts (nonfiction) or storybooks

Create a Venn Diagram or K W L Chart displaying the connections between new information and prior knowledge.

- a) What I Know
- b) What I Want to Know
- c) What I Learned

Develop an illustrated Venn Diagram.

Create character puzzles by drawing a character, marking the back with puzzle pieces and writing cues in each puzzle piece describing the character.

Create diorama to reflect understanding of story elements in a particular literary style.

Create a picture flipbook that illustrates the main story events in a fictional story.

Write two to three sentences in response to a fairy tale selection read in class:

- a) Describing characters and setting
- b) Sequencing events
- c) Identifying the main idea

Be able to listen to or read a story and accurately answer questions about the elements of the literature using a grade level comprehension rubric

Be able to retell a story telling the who, what, when, and at least 3 events in sequence

Predict types of literature based on titles, covers, and pictures. Confirm predictions as stories unfold.

Able to listen to or read a story and accurately answer questions about the elements of the literature using a grade level comprehension rubric

Create a Venn Diagram or K W L Chart displaying the connections between new information and prior knowledge.

- a) What I Know
- b) What I Want to Know
- c) What I Learned

Create a picture flipbook that illustrates the main story events

	<p><i>(fiction).</i></p> <p><b>4. Demonstrate emergent reading ability using realistic fiction story selections through buddy, echo and choral reading.</b></p> <p><b>5. Establish a purpose for reading by making and checking predictions.</b></p>	<p><i>in a fictional story</i></p> <p><b>Create character puzzles by drawing a character, marking the back with puzzle pieces and writing cues in each puzzle piece describing the character</b></p>
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# English Language Arts Standards

## Writing

### Kindergarten

#### ***Text Types and Purposes***

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they 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 (e.g., *My favorite book is...*).
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

#### ***Production and Distribution of Writing***

4. (Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### ***Research to Build and Present Knowledge***

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)

#### ***Range of Writing***

10. (Begins in grade 3)

#### **KINDERGARTEN TYPES OF WRITING**

- A. Describe the role of people, places, and things in a story
- B. Include simple plot when sharing Information
- C. Identify illustrations that depict story Content
- D. Draw or write informational sentences (letters, descriptions, definitions, collections of facts simple instructions) using illustrations when relevant

#### **Students demonstrate competence in the skills and strategies of the writing process.**

1. ***Practice prewriting strategies with teacher and peers (e.g., discussion, brainstorming, drawing).***
2. ***Convey meaning by using scribble pictures, letter strings, beginning sounds, or phonetically spelled words.***
3. ***Recognize that most writing is completed in response to an idea, topic or prompt.***
4. ***Independently apply prewriting strategies (e.g., drawing, adding ideas to class generated list).***

#### ***By the end of Kindergarten students will:***

- Demonstrate growth in the writing process by independently writing in journals on teacher selected and self-selected topics.***
- Participate in a shared writing activity in response to a story.***
- Design detailed pictures to elaborate and extend upon ideas for writing.***
- Complete a language experience chart to draft a class created story.***
- Create a hamburger illustration which organizes a story.***

<p><i>E. Differentiate between fact and opinion</i></p> <p><b>QUALITY OF WRITING</b></p> <p><i>A. Demonstrate conventional penmanship- Trace, copy and generate letters of alphabet-both uppercase and lower case</i></p> <p><i>B. Create a focus for the ‘piece’ of writing</i></p> <p><i>C. Retell about specific experiences, people, objects, events, or stories with a focused topic</i></p> <p><i>D. Use appropriate content for the topic</i></p> <p><i>E. Organize words into a complete thought</i></p> <p><i>F. Use a variety of pictures or words to express a thought</i></p> <p><i>G. Revise writing or illustrations to sequence events and add detail</i></p> <p><i>H. Publish or present writing</i></p>	<p>5. <b>Recognize that ideas, resulting in written work, can be organized into a beginning, middle and end.</b></p> <p><u><b>Students effectively apply grammatical and mechanical conventions to written words.</b></u></p> <ol style="list-style-type: none"> <li>1. <b>Write using conventions of print (left-to-right, top- to-bottom and ample spacing between words).</b></li> <li>2. <b>Write all upper and lower case letters and numerals holding the writing utensil correctly.</b></li> <li>3. <b>Uses phonetic spellings for simple writing activities.</b></li> <li>4. <b>Recognize various structures of writing (simple sentences, paragraphs, stories).</b></li> <li>5. <b>Apply phonemically approximate spelling when writing.</b></li> <li>6. <b>Spell first and last names correctly.</b></li> <li>7. <b>Use complete sentences in written work.</b></li> <li>8. <b>Begin to use nouns, adjectives and verbs in simple sentences.</b></li> <li>9. <b>Use phonetic spellings in written work.</b></li> <li>10. <b>Spell high frequency words/ spelling list words correctly.</b></li> <li>11. <b>Begin to use proper conventions of capitalization and punctuation (e.g., first letter of first word in sentence, periods).</b></li> <li>12. <b>Express ideas clearly in a correctly structured sentence.</b></li> <li>13. <b>Construct complete sentences that include noun, adjective and verb.</b></li> <li>14. <b>Use proper punctuation for complete sentences.</b></li> </ol>	<ol style="list-style-type: none"> <li>a) Top Bun = Beginning</li> <li>b) Hamburger = Middle</li> <li>c) Bottom Bun = Ending</li> </ol> <p><b>Participate in class writing activities that incorporate prewriting, drafting and revising stories in response to specific topics or titles.</b></p> <p><b>Use simple editing sheets to assist in the revision process.</b></p> <p><b>Create individual books displaying:</b></p> <ol style="list-style-type: none"> <li>a) Letters of the alphabet</li> <li>b) Sentences with ample spacing between words</li> </ol> <p><b>Construct simple sentences in pairs, groups, and as a class.</b></p> <p><b>Maintain a journal with self-initiated writings or responses to prompts.</b></p> <p><b>Head papers with first and last names.</b></p> <p><b>Use word walls, pictionaries and dictionaries to construct simple sentences that include parts of speech, proper capitalization and punctuation.</b></p> <p><b>action and generating the proper spelling.</b></p> <p><b>Play “Punctuation Patrol” to locate mistakes in sentence punctuation and then correct mistakes.</b></p>
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	<p>15. <i>Spell high-frequency words and spelling list words correctly.</i></p> <p>16. <i>Attempt phonetic spellings of unknown words.</i></p> <p><u><i>Students effectively apply stylistic and rhetorical aspects of writing.</i></u></p> <p>1. <i>Use effective vocabulary, including descriptive words, to convey ideas through writing.</i></p> <p>2. <i>Identify patterns, rhyme and rhythm in poetry.</i></p> <p>3. <i>Employ numbers, size and color words to describe nouns.</i></p> <p>4. <i>Recognize sound devices such as alliteration (She sells seashells at the seashore).</i></p> <p>5. <i>Use effective vocabulary to convey ideas in written works.</i></p> <p>6. <i>Recognize literary devices such as similes (I'm quick as a cricket) and onomatopoeia (The bee buzzed).</i></p> <p>7. <i>Use descriptive vocabulary to convey ideas in written works.</i></p> <p>8. <i>Apply literary devices to written works.</i></p> <p><u><i>Students effectively gather and use information for a variety of purposes.</i></u></p> <p>1. <i>Generate questions to gain information about a topic.</i></p> <p>2. <i>Interact with a variety of sources to look for information (e.g., picture books, word walls, charts, textbooks)</i></p> <p>3. <i>Identify preferences from a collection of self-generated written works.</i></p> <p>4. <i>Identify correct area in media center to locate specific types of books (e.g., picture books, easy</i></p>	<p><i>Use vocabulary learned from word walls and class readings to compose sentences utilizing:</i></p> <p>a) <i>Patterns, rhyme and rhythm</i></p> <p>b) <i>Describing words</i></p> <p><i>Use describing words to create pictionaries and picture storybooks.</i></p> <p><i>Identify the descriptive words in rich literature by dissecting sentences.</i></p> <p><i>Create a class generated alphabet book reflecting applications of alliteration (e.g., Aardvarks are animals; Baboons buy balloons).</i></p> <p><i>Interview family members to gather information and create a family tree labeling relatives' names and birthdays.</i></p> <p><i>Produce a presentation portfolio that should include but not be limited to:</i></p> <p>a) <i>Two published selections showing growth in a variety of writing tasks (e.g., journals, responses to literature, illustrations with captions, personal stories, poems, and picture books).</i></p> <p>b) <i>An explanation of why each selection was chosen</i></p>
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	<p><i>readers).</i></p> <p>5. <i>Identify purposes (e.g., to entertain) for various types of writing (e.g., folktales, informational writing).</i></p> <p>6. <i>Identify appropriate resources to gather information (pictures, charts, observations).</i></p> <p>7. <i>Identify preferences from a collection of self-generated written works.</i></p> <p>8. <i>Select and use appropriate resources to gather information (telephone books, pictionaries, encyclopedias).</i></p> <p>9. <i>Identify purposes for various types of writing (e.g., books that entertain, inform).</i></p>	<p><i>(e.g., checklist or symbol code).</i></p> <p>c) <i>A reflection on the student's strengths and weaknesses in writing (e.g., checklist or symbol code).</i></p> <p><i>Share information gathered in response to a scavenger hunt for a specific subject area.</i></p>
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# English Language Arts Standards

## Speaking & Listening

### Kindergarten

#### **Comprehension and Collaboration**

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.  
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  
Continue a conversation through multiple exchanges.
2. 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.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Presentation of Knowledge and Ideas
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

#### **KINDERGARTEN SPEAKING AND LISTENING**

*A. Listen responsively to directions, stories and conversations*

*B. Recite rhymes, songs and familiar text*

*C. Speak clearly enough to be understood by most listeners*

*D. Modulate voice volume and intonation*

*E. Ask and answer relevant questions and share experiences individually and in groups*

*F. Initiate and respond appropriately to conversations and discussions*

#### **Students effectively apply listening skills and strategies to comprehend oral communication in a variety of situations.**

1. ***Listen attentively and respond appropriately to variety of literature (e.g., nursery rhymes, stories, songs and media (e.g., audiotapes, videos and share and tell).***
2. ***Listen to poetry for a specific purpose:***
  - a. Experiencing enjoyment.***
  - b. Expressing thoughts.***
3. ***Begin to listen attentively to speakers in different setting.***
4. ***Develop awareness for sounds in the environment.***
5. ***Differentiate between home and school language.***
6. ***Develop a class made set of criteria or rubric to evaluate a variety of presentations.***
7. ***Follow two or three step directions to perform a task such as caring for a pet, conducting a science lab or playing a game.***

#### ***Demonstrate effective listening skills by listening to:***

- a) Songs*
- b) Poems*
- c) Finger-plays*
- d) Nursery rhymes*

***Classify sounds in the environment by simulating a field trip (e.g., restaurant noise, city noise, meadow noise).***

***Draw speech bubbles accompanying an “at home”***

***conversation and a school conversation.***

***Begin to evaluate presentations by self and peers using the following criteria: (checklist with symbols):***

- a) Engagement of audience*
- b) Body language*
- c) Articulation*
- d) Correct grammatical usage*

***Complete a task after listening to two- and three- step directions.***

	<p>8. <i>Listen and respond to a variety of media.</i></p> <p>9. <i>Begin to develop a personal preference of literature (e.g., nursery rhymes, songs, stories, information books).</i></p> <p>10. <i>Differentiate between questions and statements and respond appropriately.</i></p> <p>11. <i>Begin to have an understanding of self and others through listening to a variety of multi-cultural materials</i></p> <p><u><i>Students effectively organize and deliver oral communication for a variety of audiences.</i></u></p> <p>1. <i>Speak clearly and use correct voice level for the setting.</i></p> <p>2. <i>Participate appropriately in class and group discussions.</i></p> <p>3. <i>Recognize basic patterns (sound &amp; rhythm) in functions of language (ask questions, express oneself, describe objects or experiences).</i></p> <p>4. <i>Participate appropriately in class and group discussions.</i></p> <p>5. <i>Identify key vocabulary used while speaking.</i></p> <p>6. <i>Stay on topic when speaking.</i></p> <p>7. <i>Recite and respond to familiar stories, poems, and rhymes with patterns.</i></p> <p><u><i>Students apply speaking skills and strategies to communicate effectively with a variety of audiences and for different purposes.</i></u></p> <p>1. <i>Relate personal experience in a simple sequence.</i></p> <p>2. <i>Speak respectfully to students and adults of all ethnic groups to share information.</i></p> <p>3. <i>Sequence story events by answering orally who,</i></p>	<p><b>Demonstrate effective listening skills by:</b></p> <ul style="list-style-type: none"> <li>a) <i>Listening to oral presentations including puppet shows, plays and dramatizations</i></li> <li>b) <i>Drawing or painting in response to recorded music</i></li> </ul> <p><b>Participate in age-appropriate cultural activities (e.g., games, songs, birthday celebrations, and storytelling).</b></p> <p><b>Recite a poem from memory.</b></p> <p><b>Follow implicit strategies for conversation by:</b></p> <ul style="list-style-type: none"> <li>a) <i>Initiating conversations</i></li> <li>b) <i>Asking and responding to questions</i></li> <li>c) <i>Taking turns and raising hands to speak</i></li> <li>d) <i>Using eye contact and appropriate gestures to enhance conversation</i></li> </ul> <p><b>Demonstrate speaking skills by:</b></p> <ul style="list-style-type: none"> <li>a) <i>Responding to the speaker</i></li> <li>b) <i>Expressing oneself</i></li> <li>c) <i>Describing objects or experiences</i></li> <li>d) <i>Recounting personal experiences</i></li> </ul> <p><b>Respond in a class discussion by addressing the speaker.</b></p> <p><b>Use age-appropriate vocabulary in speech (e.g., number words, describing words).</b></p> <p><b>Speak formally to the class on a prepared topic.</b></p> <p><b>Demonstrate effective oral communication skills by:</b></p> <ul style="list-style-type: none"> <li>a) <i>Making oral presentations</i></li> <li>b) <i>Participating in language experience stories</i></li> <li>c) <i>Explaining main idea through drawing or painting, pantomiming, performing finger plays, or reciting poems</i></li> </ul> <p><b>Provide simple information in spoken form such as:</b></p> <ul style="list-style-type: none"> <li>a) <i>Describing family and friends</i></li> <li>b) <i>Describing objects in their environment</i></li> <li>c) <i>Describing common school and home activities</i></li> </ul>
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	<p><i>what, where, why, how questions.</i></p> <p>4. <i>Identify the focus of delivered information.</i></p> <p>5. <i>Explore language patterns by using alliteration, poems, chants and choral readings.</i></p> <p>6. <i>Change language patterns and vocabulary according to the purpose and setting.</i></p> <p>7. <i>Provide description with emphasis on sensory detail to convey a message.</i></p> <p><u><i>Students effectively demonstrate stylistic and rhetorical aspects of presentation and performance.</i></u></p>	<p><i>Converse with peers by taking turns and responding appropriately to the speaker.</i></p> <p><i>Express likes and/or dislikes when asked simple questions. Greet others and respond appropriately with good manners (e.g., "Thank you," "You are welcome").</i></p> <p><i>Deliver oral presentations such as puppet shows, and dramatizations that show the order of events.</i></p> <p><i>Present simple information in spoken form such as:</i></p> <ul style="list-style-type: none"> <li><i>a) Describing family and friends</i></li> <li><i>b) Describing objects in their environment</i></li> <li><i>c) Describing common school and home activities</i></li> </ul> <p><i>Use descriptive language to convey a message, tell a story, recount experiences, give information, and share opinions.</i></p> <p><i>Perform readings for parents on a specific topic.</i></p> <p><i>Enhance speaking vocabulary to convey a message by adding adjectives, action words, shapes, colors, and categories.</i></p>
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# English Language Arts Standards

## Reading: Foundational Skills

### Grade 1

#### ***Print Concepts***

1. Demonstrate understanding of the organization and basic features of print.  
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

#### ***Phonological Awareness***

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
Distinguish long from short vowel sounds in spoken single-syllable words.  
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

#### ***Phonics and Word Recognition***

3. Know and apply grade-level phonics and word analysis skills in decoding words.  
Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).  
Decode regularly spelled one-syllable words.  
Know final -e and common vowel team conventions for representing long vowel sounds.  
Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  
Decode two-syllable words following basic patterns by breaking the words into syllables.  
Read words with inflectional endings.  
Recognize and read grade-appropriate irregularly spelled words.

#### ***Fluency***

4. Read with sufficient accuracy and fluency to support comprehension.  
Read grade-level text with purpose and understanding.  
Read grade-level text orally with accuracy, appropriate rate, and expression.  
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### **LITERATURE**

#### ***Key Ideas and Details***

1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.



### ***Craft and Structure***

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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.
6. Identify who is telling the story at various points in a text.

### ***Integration of Knowledge and Ideas***

7. Use illustrations and details in a story to describe its characters, setting, or events.
8. (Not applicable to literature)
9. Compare and contrast the adventures and experiences of characters in stories.

### ***Range of Reading and Level of Text Complexity***

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

## **INFORMATIONAL TEXT**

### ***Key Ideas and Details***

1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

### ***Craft and Structure***

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
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.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### ***Integration of Knowledge and Ideas***

7. Use the illustrations and details in a text to describe its key ideas.
8. Identify the reasons an author gives to support points in a text.
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### ***Range of Reading and Level of Text Complexity***

10. With prompting and support, read informational texts appropriately complex for grade 1.

#### ***Grade 1***

#### ***Reading and Literature – First Grade***

***Students demonstrate competence in the skills and strategies of the reading process.***

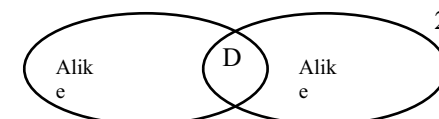
1. ***Recognize how print is organized and read (e.g., spaces between words, words vs. sentences, capitalization, punctuation).***

***By the end of grade 1 students will be able to:***

***Compile an alphabet pictionary to demonstrate understanding of letter sound correspondence to:***

- a) *Include letters and pictures*
- b) *Generate additional words for each picture using inventive or conventional spelling*

	<p>2. <i>Apply basic elements of phonemic awareness (e.g., vowel sounds, blends, word patterns) to decode unknown words.</i></p> <p>3. <i>Apply basic elements of structural analysis (e.g., syllabication, prefixes, suffixes, root words, patterns) to decode unknown words.</i></p> <p>4. <i>Demonstrate letter-sound correspondence when reading and writing using initial, medial, and final consonant sounds.</i></p> <p>5. <i>Practice visualization as a strategy to understand text.</i></p> <p>6. <i>Use context clues to aid understanding of text (e.g., pictures, captions, titles, headings, topics).</i></p> <p>7. <i>Recognize grade appropriate sight words and vocabulary (e.g., high frequency words, common and proper nouns).</i></p> <p>8. <i>Develop vocabulary by viewing, listening to and reading a variety of sources (e.g., graphic organizers, logs, journals, pictionaries, dictionaries).</i></p> <p>9. <i>Apply self-monitoring strategies (e.g., rereading, tracking).</i></p> <p>10. <i>Read familiar stories, poems and passages aloud with fluency and expression.</i></p> <p>11. <i>Read aloud with some assistance from peers or teacher.</i></p>	<p><i>Apply recognition skills to reading word lists, flash cards, and word banks.</i></p> <p><i>Create pictionary of common synonyms, homonyms, nouns, verbs).</i></p> <p><i>Participate in readers' theatre incorporating various genres. Classify words by their decodable patterns in a class generated Common Word Pattern Book.</i></p> <p><i>Demonstrate an understanding of broad vocabulary by working with an interactive word wall.</i></p> <p><i>Read, identify and understand key vocabulary words and concepts encountered in instruction.</i></p> <p><i>Produce words related to a key word by using vocabulary organizers.</i></p> <p><i>Compile a word recognition book of different Book of opposites</i></p> <p>a) Book of synonyms b) Book of feeling words</p> <p><i>Compile a vocabulary log that contains words come across in stories that need reinforcement, or will be useful in future writings.</i></p> <p><i>Compile a word recognition book of different categories (e.g., colors, shapes, numbers).</i></p> <p>a) Book of opposites b) Book of synonyms c) Book of feeling words</p> <ul style="list-style-type: none"> <li><i>Create posters comparing pictures by various attributes (size-longer, worth-prettiest).</i></li> <li><i>Change the meaning of a sentence by substituting words with their antonym (The tree is <u>tall</u>, The tree is <u>short</u>).</i></li> <li><i>Read texts in a variety of situations (silent reading, ora class reading) and in different groupings (buddy, individual, choral).</i></li> </ul> <p><i>Compare and contrast story elements using a Venn diagram:</i></p> <p>Character I                      Character II</p>
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	<p>12. <i>Recognize high frequency words and common decoding patterns (first 100 Fry Instant words, CVC (mat, bed) pattern, CV (me, be) pattern, CVCE (lake, time) pattern).</i></p> <p>13. <i>Apply basic phonetic principles when reading or writing by using initial and final blends, and digraphs (sh,ch,sk,ll,nd).</i></p> <p>14. <i>Increase vocabulary by viewing, listening to, and reading a variety of sources (e.g., word walls, organizers, logs, pictionaries, dictionaries).</i></p> <p>15. <i>Increase vocabulary bank by using knowledge of antonyms, contractions, possessives, homographs and base words ending with -ing.</i></p> <p>16. <i>Use context clues to construct meaning of unknown words (illustrations, knowledge of the story, prior knowledge, title).</i></p> <p>17. <i>Read high frequency words and phrases with fluency.</i></p> <p>18. <i>Apply basic phonetic principles when reading or writing with short vowel patterns.</i></p> <p>19. <i>Increase vocabulary by viewing, listening to and reading a variety of sources (e.g., word walls, vocabulary organizers, logs, card files, pictionaries).</i></p> <p>20. <i>Increase vocabulary by using knowledge of compound word parts, synonyms, and homophones.</i></p> <p>21. <i>Use word recognition strategies (e.g., context clues, rhymes, phonics, 3-cueing system).</i></p> <p>22. <i>Recognize the purpose of capitalization and punctuation when reading text.</i></p> <p>23. <i>Read grade level text with fluency.</i></p> <p>24. <i>Apply basic phonetic principles when reading or</i></p>	<p><i>How are they alike? How are they different? Make and share predictions by using an anticipation guide. Make predictions, then predict if each statement is true or false and explain. After reading, confirm or adjust predictions.</i></p> <table> <tr> <th><i>Statement</i></th><th><i>Before Reading</i></th><th><i>After Reading</i></th></tr> <tr> <td><i>#1</i></td><td><i>True/False</i></td><td><i>True/False</i></td></tr> <tr> <td><i>#2</i></td><td><i>True/False</i></td><td><i>True/False</i></td></tr> <tr> <td><i>#3</i></td><td><i>True/False</i></td><td><i>True/False</i></td></tr> </table> <p><i>Read texts in a variety of situations (silent reading, oral class reading) and in different groupings (buddy, individual, choral).</i></p> <p><i>Read a nonfiction selection and a folk tale on a similar theme (Three Little Pigs/ true story about pigs) and compare the two. Compare and contrast two folktales, and draw conclusions about the effect of the character's actions on the story's outcome (plot).</i></p> <p><i>Retell a story from a different character's point of view showing how the language and emphasis changes according to the narrator's opinions, experiences and biases.</i></p> <p><i>Demonstrate understanding of a pictionary and/or simple dictionary (classify, categorize, write riddles, gain information, label).</i></p> <p><i>Participate in games using the table of contents and glossary in various textbooks by responding with correct page numbers to answer guided questions.</i></p> <p><i>Create a step book by placing the five question words on each flap, and a picture and sentence under the flap to answer.</i></p> <p><i>Develop learning chart with teacher – <u>K W L</u></i></p>	<i>Statement</i>	<i>Before Reading</i>	<i>After Reading</i>	<i>#1</i>	<i>True/False</i>	<i>True/False</i>	<i>#2</i>	<i>True/False</i>	<i>True/False</i>	<i>#3</i>	<i>True/False</i>	<i>True/False</i>
<i>Statement</i>	<i>Before Reading</i>	<i>After Reading</i>												
<i>#1</i>	<i>True/False</i>	<i>True/False</i>												
<i>#2</i>	<i>True/False</i>	<i>True/False</i>												
<i>#3</i>	<i>True/False</i>	<i>True/False</i>												

	<p><i>writing comparative words.</i></p> <p>25. <i>Use basic elements of structural analysis to decode unfamiliar words (e.g., syllables, prefixes, suffixes, spelling patterns).</i></p> <p>26. <i>Develop and increase vocabulary by viewing, listening to, and reading a variety of sources (e.g., word walls, vocabulary organizers, logs, card files, dictionaries).</i></p> <p><u>Students apply reading skills and strategies to understand, interpret and appreciate a variety of literary texts, including fiction, non-fiction, poetry, drama, classic and contemporary literature.</u></p> <p>1. <i>Recognize various genres and literary forms presented in passages, stories and books (e.g., fiction, nonfiction, poetry, drama).</i></p> <p>2. <i>Identify story elements including character, setting, and plot in grade level selections.</i></p> <p>3. <i>Make simple predictions and inferences related to grade level selections.</i></p> <p>4. <i>Use prior knowledge to increase understanding of problems and solutions presented in text.</i></p> <p>5. <i>Read grade level stories, poems and passages with fluency, expression and intonation.</i></p> <p>6. <i>Retell a grade level selection to include character names, setting descriptions, and sequence of events.</i></p> <p>7. <i>Use text and illustrations to identify the main idea of a narrative story.</i></p> <p>8. <i>Recognize characteristics of poetry (e.g., rhythm, rhyme, figurative language).</i></p> <p>9. <i>Use rereading and self-correcting to monitor understanding of literary passages.</i></p> <p>10. <i>Read familiar stories, poems and passages from</i></p>	<p>a) <i>What I <u>K</u>now?</i>  b) <i><u>W</u>hat do I want to know?</i>  c) <i>What have I <u>L</u>earned?</i></p> <p><i>Write mini-reviews of independent reading books on index cards, and store them in a file box for others to use as a resource.</i></p> <p><i>Recall story events and arrange sentence strip cards (e.g., what happened first?, next?, after that? last?).</i></p> <p><i>Draw posters that illustrate the main idea of selected stories. Add titles that share the main idea.</i></p> <p><i>Compare different types of poetry by participating in a cooperative writing activity; two poems in different styles (haiku, rhyme, figurative).</i></p> <p><i>Gain information about “structures that work” from pictures and charts by:</i></p> <p>a) <i>Locating captions under pictures</i>  b) <i>Using headings and the information in the rows and columns of a chart</i>  c) <i>Producing a book about how a selected machine works</i></p> <p><i>Create a pictograph focusing on a class theme.</i></p> <p><i>Read texts in a variety of situations (silent reading, oral class reading) and in different groupings (buddy, individual, choral).</i></p> <p><i>Create a class tongue twister book with alliterative phrases and illustrations.</i></p> <p><i>Read and act out a play after learning the purpose and format by:</i></p> <p>a) <i>Choosing a character from the play and writing their own directions for the character (Lion: (loudly) ROAR)</i>  b) <i>Sequencing action on sentence strips</i>  c) <i>Practicing dialogue orally</i></p> <p><i>Write mathematical story problems, both real and make-believe related to events in a story.</i></p>
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	<p><i>various genres with fluency, expression and intonation.</i></p> <p>11. <i>Identify elements of a play.</i></p> <p>12. <i>Use rereading and self-correcting to monitor understanding of various genres and literary styles.</i></p> <p>13. <i>Read grade level poems and passages with fluency, expression and intonation.</i></p> <p>14. <i>Use comprehension strategies to clarify meaning of narrative text (e.g., predicting, inferring, questioning).</i></p> <p>15. <i>Identify story elements (setting, characters, and plot) in order to:</i></p> <ol style="list-style-type: none"> <li><i>Begin to understand cause and effect relationships</i></li> <li><i>Begin to draw conclusions</i></li> <li><i>Begin to identify point of view</i></li> </ol> <p><u><i>Students apply reading skills and strategies to understand and interpret a variety of informational texts, including textbooks, reference materials, articles, biographies, directions and procedures.</i></u></p> <p>1. <i>Know the purposes of various informational texts.</i></p> <p>2. <i>Locate the title, name of author, name of illustrator, table of contents and glossary found in various books.</i></p> <p>3. <i>Respond to key questions –who, what, when, where and how.</i></p> <p>4. <i>Apply strategies to monitor reading in grade level or higher text (e.g., rereading, self-correcting, and using dictionary).</i></p> <p>5. <i>Use comprehension strategies and critical thinking to recall details and to summarize information from text.</i></p> <p>6. <i>Establish a purpose for reading by generating</i></p>	<p><i>Create and title a diagram of “structures near or far” by labeling different parts to show:</i></p> <ol style="list-style-type: none"> <li><i>How something is made</i></li> <li><i>What the parts are</i></li> <li><i>How something works</i></li> </ol> <p><i>Chart ideas and statements from a reading selection (biography or nonfiction article) that are either a fact (can be proven) or an opinion (not able to prove).</i></p> <p><i>Use a bookmarked Internet site to locate information about cultures around the world.</i></p> <p><i>Play a dictionary game to look up specific words after working with alphabetical order and guide words.</i></p> <p><i>Interview a classmate on specific information about their heritage and produce a character sketch including details about the person.</i></p> <p><i>Demonstrate an understanding of a grade appropriate passage by retelling the main idea/message.</i></p> <p><i>Create signs, labels and/or posters to share favorite part of reading selection, or to present new information gained from text.</i></p> <p><i>Read diverse material independently for a sustained period of time and keep a reading log reflecting title, author, and illustration.</i></p> <p><i>Act out events from familiar stories in choral reading presentations.</i></p> <p><i>Read poetry and recite idioms for family members record in reading log.</i></p> <p><i>Produce a mobile book report showing story elements of text read.</i></p> <p><i>Participate actively and listen daily to teacher/peer read-aloud of varying literary genres.</i></p>
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	<p><i>questions about a book based on the cover, the title or pictures.</i></p> <p>7. <i>Examine the structural parts of pictures and charts to organize and record information.</i></p> <p>8. <i>Read for information used to perform a task (e.g., directions, graphs, captions, charts, signs).</i></p> <p>9. <i>Make generalizations about non-fiction text.</i></p> <p>10. <i>Identify the appropriate informational text to perform a specific task (e.g., look up a word, locate a web site, telephone book).</i></p> <p>11. <i>Identify make-believe and real events from grade level selections.</i></p> <p>12. <i>Identify the structural parts of a diagram (e.g., picture, label, title, heading).</i></p> <p>13. <i>Differentiate fact from opinion in an article or biography.</i></p> <p>14. <i>Use technology as a resource to access information.</i></p> <p>15. <i>Identify and use various reference materials (e.g., dictionary, encyclopedia, Internet).</i></p> <p>16. <i>List facts and details from informational reading (e.g., beginning note taking skills).</i></p> <p>17. <i>Identify the main idea from an informational passage.</i></p> <p><u><i>Students read and use written works for a variety of purposes and with a variety of literacy communities.</i></u></p> <p>1. <i>Explore a variety of everyday print materials (e.g., storybooks, predictable books, magazines, labels, signs, computer text).</i></p>	<p><i>Read plays and fables to classmates and record in reading log.</i></p> <p><i>Create an original ending appropriate to the story elements of the text read.</i></p> <p><i>Participate in literature circles organized by interest, by author, or by illustrator.</i></p> <p><i>Select books from shelf labeled “Stories with a Past” that hold classic literature.</i></p> <p><i>Use newspaper comics to locate vocabulary words and spelling words, to find character descriptions, and to inspire creative writing.</i></p> <p><i>Create a character study (Can a Character) by decorating a can with the character’s physical features and summarizing the tale on sentence strips placed in the can.</i></p> <p><i>Participate in Book Talks where favorite passages are read in front of invited guests.</i></p> <p><i>Present the works of a single author by creating a mobile displaying the various works.</i></p>
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	<ol style="list-style-type: none"> <li>2. <i>Identify personal preferences for independent reading selections.</i></li> <li>3. <i>Explore various everyday print materials (e.g., poetry, idioms, signs).</i></li> <li>4. <i>Select a variety of texts to read for information or pleasure (e.g., magazines, books).</i></li> <li>5. <i>Read familiar stories, poems and passages, with fluency expression and intonation.</i></li> <li>6. <i>Explore various everyday print materials (e.g., plays, tables, bulletins, brochures).</i></li> <li>7. <i>Select a variety of texts to read for information and for pleasure (e.g., magazines, books).</i></li> <li>8. <i>Read familiar stories, plays and passages, with fluency expression and intonation.</i></li> <li>9. <i>Develop an appreciation of classic, as well as contemporary literature selections.</i></li> <li>10. <i>Explore a variety of everyday print materials (e.g., magazines, newspapers).</i></li> <li>11. <i>Select a variety of texts for pleasure and/or informational reading (e.g., magazines, books).</i></li> <li>12. <i>Read folktales and non-fiction passages with fluency expression and intonation.</i></li> <li>13. <i>Identify and explore works by favorite authors and illustrators.</i></li> <li>14. <i>Identify classic titles, characters, and themes from grade appropriate literature.</i></li> </ol>	

# English Language Arts Standards

## Writing

### Grade 1

#### **Key Ideas and Details**

1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.

#### **Craft and Structure**

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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.
6. Identify who is telling the story at various points in a text.

#### **Integration of Knowledge and Ideas**

7. Use illustrations and details in a story to describe its characters, setting, or events.
8. (Not applicable to literature)
9. Compare and contrast the adventures and experiences of characters in stories.

#### **Range of Reading and Level of Text Complexity**

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

#### **Students demonstrate competence in the skills and strategies of the writing process.**

1. ***Use prewriting strategies to plan written work (e.g., drawing, brainstorming, peer sharing, observing).***
2. ***Practice drafting written work (e.g., phonetic spellings, simple sentences, phrases, word patterns, labels, captions).***
3. ***Practice strategies to revise written work (e.g., rereading, correcting, teacher conferencing).***
4. ***Contribute sentences about a topic to write and publish a class story.***

#### ***By the end of grade 1 students will be able to:***

***Participate in pre-writing activities (e.g., listening, brainstorming, listing and webbing) to generate ideas for individual and/or shared writing.***

***Write daily in personal journals on self-selected topic or formal prompt.***

***Write a class story patterned after the story “I am Six” about things they can do alone and together with friends, now that they are in First Grade. Each student should provide a sentence for the book.***

***Write a five sentence expository piece that explains a science related concept taught in unit 2:***



	<p>5. <i>Plan writing in response to a prompt (e.g., word web, organizer, illustration).</i></p> <p>6. <i>Draft a 3-5 sentence paragraph, or a story, that contains a beginning, middle and end.</i></p> <p>7. <i>Distinguish between writing that explains, and writing that tells a story.</i></p> <p>8. <i>Distinguish between an expository (to explain steps) and a narrative (to tell a story or share ideas or emotion) prompt by identifying key words such as tell, why, explain.</i></p> <p>9. <i>Write a first draft in response to a narrative or an expository prompt, using complete sentence structure.</i></p> <p>10. <i>Revise written work by rearranging words and/or sentences, and adding details.</i></p> <p>11. <i>Use prewriting strategies to independently compose an expository or a narrative draft.</i></p> <p>12. <i>Use editing and revising strategies to improve quality of written work:</i></p> <ol style="list-style-type: none"> <li><i>Reread</i></li> <li><i>Delete details not needed</i></li> <li><i>Add details to pictures</i></li> <li><i>Recognize when own writing makes sense</i></li> <li><i>Use suggestions from teachers and peers to improve or clarify meaning.</i></li> </ol> <p>13. <i>Publish final draft for presentation purposes.</i></p> <p>14. <i>Evaluate own work and the work of others using a simple rubric.</i></p> <p><u><i>Students effectively apply grammatical and mechanical conventions to written works.</i></u></p> <p>1. <i>Write manuscript legibly.</i></p>	<p><i>Transfer information and ideas from a pre-writing web or organizer to a written draft</i></p> <p><i>Listen to and read brief passages, then vote on whether they explain something or tell a story. Discuss responses.</i></p> <p><i>Write a paragraph explaining why you like your favorite toy which demonstrates:</i></p> <ol style="list-style-type: none"> <li><i>An organizational structure</i></li> <li><i>An awareness of audience</i></li> <li><i>A writing purpose</i></li> </ol> <p><i>Write a five to seven sentence paragraph in response to reading a play in class which demonstrates:</i></p> <ol style="list-style-type: none"> <li><i>Knowledge of dialogue</i></li> <li><i>Sequence of events</i></li> <li><i>Events that are entertaining</i></li> <li><i>Complete sentences</i></li> </ol> <p><i>Produce a one paragraph (5-8 sentence) expository piece on a social studies or science topic by:</i></p> <ol style="list-style-type: none"> <li><i>Developing a web, cluster, or vocabulary map to generate ideas for research.</i></li> <li><i>Using information recorded on the web, cluster or vocabulary map to write a brief composition</i></li> </ol> <p><i>Compile individual student essays in class book.</i></p> <p><i>Reproduce written work with correct formation of letters, spacing, sentence format and margins.</i></p> <p><i>Order word cards or cubes into complete sentences with a subject (naming part) and predicate (action part).</i></p> <p><i>Read a sentence with the correct inflection depending on the punctuation.</i></p> <p><i>Correct sentences by capitalizing the first word in the sentence.</i></p> <p><i>Create a collage of proper nouns from magazine advertisements which reflect the name of products.</i></p> <p><i>Classify types of sentences by locating sentences ending with periods, question marks and exclamation points from</i></p>
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	<ol style="list-style-type: none"> <li>2. <i>Write using complete sentences.</i></li> <li>3. <i>Identify punctuation for correct reading expression (e.g., period, question mark).</i></li> <li>4. <i>Identify capital letters at the beginning of a sentence and in proper nouns.</i></li> <li>5. <i>Use conventions of spelling (e.g., phonetic spellings, high-frequency words, letter-sound relationships, patterns).</i></li> <li>6. <i>Write complete sentences that contain a subject and predicate.</i></li> <li>7. <i>Capitalize months of the year, days of the week, the pronoun I, and first words of sentences.</i></li> <li>8. <i>Begin to differentiate sentence type and use appropriate end punctuation.</i> <ol style="list-style-type: none"> <li>i. <i>Statement (declarative) ends with a period</i></li> <li>ii. <i>Question (interrogative) ends with a question mark</i></li> <li>iii. <i>Command (imperative) ends with an exclamation mark or period</i></li> <li>iv. <i>Emotion (exclamatory) ends with an exclamation mark</i></li> </ol> </li> <li>9. <i>Practice the correct usage of I and Me in writing and speaking.</i></li> <li>10. <i>Spell high frequency words and grade level spelling words with accuracy.</i></li> <li>11. <i>Spell common and frequently used words correctly.</i></li> <li>12. <i>Capitalize beginning letter of proper nouns.</i></li> <li>13. <i>Recognize the use of various parts of speech in sentences (e.g., nouns to name people, places and things, adjectives to describe, verbs to show action).</i></li> </ol>	<p><i>newspapers, and sorting them into the three groups.</i></p> <p><i>Enhance compositions by using adjectives (big, small) to describe nouns and adverbs to modify verbs (quickly, slowly).</i></p> <p><i>Distinguish between the use of is/are, was/were by supplying them to incomplete sentences.</i></p> <p><i>Add to ongoing word wall that categorizes words and emphasizes “interesting” words.</i></p> <p><i>Use alliteration when writing a poem about animals and bugs.</i></p> <p><i>Produce a class dictated invitation for a sharing event. Individually reproduce “master” invitation from overhead transparency or board.</i></p> <p><i>Draft a piece of prose or poetry that shows knowledge of an expanded vocabulary, story patterns, and poetic rhyme and rhythm.</i></p> <p><i>Produce a written piece of prose or poetry that shows knowledge of author’s craft, such as but not limited to:</i></p> <ol style="list-style-type: none"> <li>a) <i>sound devices (onomatopoeia, alliteration)</i></li> <li>b) <i>figurative language (haiku)</i></li> </ol> <p><i>Create a collage of proper nouns from magazine advertisements which reflect names of products.</i></p> <p><i>Locate nouns, pronouns, adjectives and verbs in a newspaper search.</i></p> <p><i>Add new words to a word wall or word bank in their proper categories: noun, verb or adjective. Then add “better words” for each of them.</i></p> <p><i>Produce a written piece of prose or poetry that shows knowledge of an expanded vocabulary, story patterns, and poetic rhyme and rhythm.</i></p> <p><i>Produce a written piece of prose or poetry that shows knowledge of author’s craft such as but not limited to:</i></p> <ol style="list-style-type: none"> <li>a) <i>Sound devices</i></li> <li>b) <i>Figurative language</i></li> </ol>
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	<p>14. <i>Spell frequently used nouns, verbs and adjectives correctly.</i></p> <p>15. <i>Use modifiers such as adverbs and adjectives to enhance word meaning.</i></p> <p>16. <i>Identify parts of speech and use them appropriately in writing (e.g., nouns, verbs, adjectives).</i></p> <p>17. <i>Use grade appropriate conventions of spelling in written work.</i></p> <p>18. <i>Use grade appropriate conventions of capitalization and punctuation for written work.</i></p> <p>19. <i>Refines manuscript handwriting.</i></p> <p><u><i>Students effectively apply stylistic and rhetorical aspects of writing.</i></u></p> <p>1. <i>Use effective vocabulary to convey ideas in writing (e.g., descriptive words, common and proper nouns, action words).</i></p> <p>2. <i>Recognize literary devices such as rhyme and alliteration in written works.</i></p> <p>3. <i>Identify the purposes for various types of writing (e.g., picture books, letters, stories, poems, captions).</i></p> <p>4. <i>Recognize that a story has a beginning, middle and end.</i></p> <p>5. <i>Incorporate a rich vocabulary to improve the quality of writing.</i></p> <p>6. <i>Descriptive adjectives</i></p> <p>7. <i>Vivid verbs</i></p> <p>8. <i>Respond to prompts related to various genres and</i></p>	<p><i>Listen to various poems and share mood created by what is heard.</i></p> <p><i>Write down clues while listening to a story to figure out who is telling the story.</i></p> <p><i>Interview a community or family member after preparing questions related to the class theme (The Structure of Living Things).</i></p> <p><i>Use the table of contents to:</i></p> <ul style="list-style-type: none"> <li>a) <i>Locate titles and authors of the selections in the class reading Big Book</i></li> <li>b) <i>Locate information to be discussed in Science, Social Studies and Mathematics text</i></li> </ul> <p><i>Brainstorm descriptive words and write an acrostic poem describing a "Structure Near or Far" (e.g., Concrete Almighty Stoney Tall Limestone Excellent)</i></p> <p><i>Begin to assemble a presentation portfolio that should include but not be limited to:</i></p> <ul style="list-style-type: none"> <li>a) <i>Two published selections showing growth in a variety of writing tasks (responses to literature, narratives, patterned poems, fantasies and stories)</i></li> <li>b) <i>A written explanation why each selection was chosen</i></li> <li>c) <i>A written reflection on the student's strengths and weaknesses in writing</i></li> </ul> <p><i>Use multiple choice, fill in the blank, matching and ranking order in a test taking situation.</i></p> <p><i>Locate and use the glossary to find words and meanings in reading, science or social studies text.</i></p> <p><i>Maintain a presentation portfolio that should include but not be limited to:</i></p> <ul style="list-style-type: none"> <li>a) <i>Two published selections showing growth in a variety</i></li> </ul>
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	<p><i>styles of writing (e.g., ideas for a fairy tale, fable, poem, informational paragraph).</i></p> <p>9. <i>Identify descriptive words for a given topic.</i></p> <p>10. <i>Identify a purpose for writing (e.g., to explain, to tell a story).</i></p> <p>11. <i>Use figurative language such as simile or metaphor (I'm a dimple in a chin).</i></p> <p>12. <i>Show an awareness of topic and audience adjusting word choice, patterns and sentence length.</i></p> <p>13. <i>Identify the mood conveyed by style of writing (e.g., humor, sadness, happiness).</i></p> <p>14. <i>Identify point of view.</i></p> <p><u><i>Students effectively gather and use information for a variety of purposes and with a variety of audiences.</i></u></p> <p>1. <i>Identify interview techniques as a way of gathering information.</i></p> <p>2. <i>Use study skills that demonstrate knowledge of parts of a book.</i></p> <p>3. <i>Recognize that looking for and finding information in various books is a form of research.</i></p> <p>4. <i>Identify self-initiated writing pieces from their personal collection this nine weeks that merit publishing.</i></p> <p>5. <i>Use study skills that demonstrate a knowledge of:</i></p> <ul style="list-style-type: none"> <li><i>a) Alphabetizing</i></li> <li><i>b) Sorting and organizing information</i></li> <li><i>c) Using pictures to acquire information</i></li> <li><i>d) Using the table of contents in books</i></li> <li><i>e) Recording information on charts</i></li> </ul>	<p><i>of writing tasks (responses to literature, narratives, patterned poems and stories).</i></p> <ul style="list-style-type: none"> <li><i>b) A written explanation why each selection was chosen.</i></li> <li><i>c) A written reflection on the student's strengths and weaknesses in writing.</i></li> </ul> <p><b><i>Research at least two sources (encyclopedia, atlas, or non-fiction books) to gain information for a report on topic within the unit's theme.</i></b></p> <p><b><i>Maintain a presentation portfolio that should include but not be limited to:</i></b></p> <ul style="list-style-type: none"> <li><i>a) Two published selections showing growth in a variety of writing tasks (responses to literature, narratives, patterned poems, plays and stories).</i></li> <li><i>b) A written explanation why each selection was chosen.</i></li> <li><i>c) A written reflection on the student's strengths and weaknesses in writing.</i></li> </ul> <p><b><i>Use a computer software program to compose a friendly letter.</i></b></p> <p><b><i>Culminate a presentation portfolio that should include but not be limited to:</i></b></p> <ul style="list-style-type: none"> <li><i>a) Eight published selections showing growth over the year in a variety of writing tasks (responses to literature, narratives, patterned poems and stories).</i></li> <li><i>b) A written explanation why each selection was chosen.</i></li> <li><i>c) A written reflection on the student's strengths and weaknesses in writing.</i></li> </ul>
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	<p><b><i>7. Use parts of a book to locate information or perform tasks.</i></b></p> <p><b><i>8. Identify self-initiated writing pieces from their personal collection this nine weeks that merit publishing.</i></b></p> <p><b><i>9. Locate nonfiction text to use as a resource to begin the development of research skills.</i></b></p> <p><b><i>10. Write in a specific form (e.g., invitation, note, friendly letter).</i></b></p> <p><b><i>11. Identify writing pieces from their personal collection this nine weeks that merit publishing.</i></b></p> <p><b><i>12. Use academic appropriate software to compose final drafts and reinforce skills.</i></b></p> <p><b><i>13. Identify parts of a friendly letter.</i></b></p> <p><b><i>14. Identify writing pieces from personal collections this nine weeks that merit publishing.</i></b></p>	
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# English Language Arts Standards

## Speaking & Listening

### Grade 1

#### ***Comprehension and Collaboration***

1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.  
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).  
Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  
Ask questions to clear up any confusion about the topics and texts under discussion.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

#### ***Presentation of Knowledge and Ideas***

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation.

	<p><b><u>Students use listening and speaking skills and strategies for different purposes.</u></b></p> <ol style="list-style-type: none"> <li>2. <b><i>Listen and respond to various literary forms and a variety of media (e.g., books, audiotapes, videos, on-line sources) for specific information.</i></b></li> <li>3. <b><i>Listen for a specific purpose:</i></b> <ol style="list-style-type: none"> <li>a) <b><i>Experiencing enjoyment</i></b></li> <li>b) <b><i>Hearing a pattern</i></b></li> <li>c) <b><i>Expressing thoughts</i></b></li> <li>d) <b><i>Performing tasks</i></b></li> <li>e) <b><i>Memorizing poems</i></b></li> <li>f) <b><i>Visualizing images</i></b></li> </ol> </li> <li>4. <b><i>Listen attentively to speakers in different settings (assemblies, guest speakers) using correct body language (facing speaker).</i></b></li> <li>5. <b><i>Develop a personal preference for literature such as poetry, plays and folktales.</i></b></li> <li>6. <b><i>Recognize and use simple nonverbal cues such as</i></b></li> </ol>	<p><b><i>By the end of grade 1 students will be able to:</i></b></p> <p><b><i>Listen attentively to a story read aloud. Hold up a happy face/sad face to show enjoyment of the story.</i></b></p> <p><b><i>Listen to a predictable story and join in the chorus as the book continues a repetitive pattern</i></b></p> <p><b><i>Demonstrate effective communication skills by:</i></b></p> <ol style="list-style-type: none"> <li>a) <b><i>Listening to poetry recitations in order to visualize and memorize</i></b></li> <li>b) <b><i>Listening and following a set of oral directions (working a machine, playing a game, – conducting a science lab)</i></b></li> </ol> <p><b><i>Keep a reading log of independent reading.</i></b></p> <p><b><i>Ask questions about a tall tale to focus their listening for specific content (what was real and make-believe) and evaluate the moral of the fable.</i></b></p> <p><b><i>Listen to plays and dramatizations.</i></b></p> <p><b><i>Listen to a folktale and list cultural characteristics (setting,</i></b></p>
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	<p><i>eye contact, facial expressions, gesturing.</i></p> <p><b>7. Evaluate presentations by self and peers using the following criteria in class made rubric:</b></p> <ol style="list-style-type: none"> <li><i>Engagement of audience</i></li> <li><i>Body language</i></li> <li><i>Articulation</i></li> <li><i>Correct grammatical usage</i></li> </ol> <p><b>8. Gain an understanding of self and others through listening to a variety of multicultural materials.</b></p> <p><u><b>Students effectively demonstrate stylistic and rhetorical aspects of presentation and performance.</b></u></p> <ol style="list-style-type: none"> <li><i>Respond to an oral story by explaining it in terms of details, sequence of events and main characters.</i></li> <li><i>Retell specific details of information heard.</i></li> </ol> <p><u><b>Students apply speaking skills and strategies to communicate effectively with a variety of audiences and for different purposes.</b></u></p> <ol style="list-style-type: none"> <li><i>Develop active listening skills and appropriate behavior when participating in class and group discussions.</i></li> <li><i>Speak respectfully to persons when sharing information, ideas, values, and points of view reflecting various cultures.</i></li> <li><i>Use descriptive language to convey a message, create meaning from a variety of media, share opinions, tell a story and recount experiences with simple sequence.</i></li> <li><i>Assess the growth of speaking ability and the development of effective speaking skills.</i></li> </ol>	<p><i>clothes on characters, traditions).</i></p> <p><b>Greet others and respond appropriately with good manners (e.g., thank you, you are welcome).</b></p> <p><b>Demonstrate speaking and listening skills by:</b></p> <ol style="list-style-type: none"> <li><i>Drawing, sculpting, painting, writing in response to music</i></li> <li><i>Presenting ideas and points of view in a thoughtful, clear, organized way</i></li> </ol> <p><b>Evaluate growth in speaking skills by listening to audiotapes of own and peer presentations.</b></p>
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**English Language Arts Standards**  
**Reading**

## Grade 2

### **FOUNDATIONAL SKILLS**

#### **Phonics and Word Recognition**

3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - Know spelling-sound correspondences for additional common vowel teams.
  - Decode regularly spelled two-syllable words with long vowels.
  - Decode words with common prefixes and suffixes.
  - Identify words with inconsistent but common spelling-sound correspondences.
  - Recognize and read grade-appropriate irregularly spelled words.

#### **Fluency**

4. Read with sufficient accuracy and fluency to support comprehension.
  - Read grade-level text with purpose and understanding.
  - Read grade-level text orally with accuracy, appropriate rate, and expression.

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

### LITERATURE

#### **Key Ideas and Details**

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

#### **Craft and Structure**

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

#### **Integration of Knowledge and Ideas**

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

#### **Range of Reading and Level of Text Complexity**

10. 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

### INFORMATIONAL TEXT

#### **Key Ideas and Details**

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

#### **Craft and Structure**

4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
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.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

#### **Integration of Knowledge and Ideas**



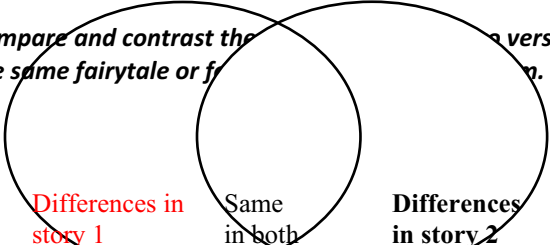
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. Describe how reasons support specific points the author makes in a text.
9. Compare and contrast the most important points presented by two texts on the same topic.

#### **Range of Reading and Level of Text Complexity**

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

<b>GRADE 2 READING</b>		
<p><b><i>Developmental: Build upon previous skills.</i></b></p>	<p><b><u>Students demonstrate competence in the skills and strategies of the reading process.</u></b></p> <ol style="list-style-type: none"> <li>1. <i>Use elements of structural analysis to decode unknown words (e.g., syllables, prefixes, suffixes, root words, compound words, spelling patterns, contractions).</i></li> <li>2. <i>Use letter-sound correspondence and patterns to generate words (e.g., alliteration, onomatopoeia).</i></li> <li>3. <i>Use context clues to construct meaning of unknown words (e.g., illustrations, diagrams, information in the story, titles, headings, sequence).</i></li> <li>4. <i>Develop vocabulary by viewing, listening to and reading a variety of sources (e.g., word walls, graphic organizers, dictionaries, books).</i></li> <li>5. <i>Begin to recognize cultural vocabulary and dialect.</i></li> <li>6. <i>Read stories, poems and passages with fluency and expression.</i></li> <li>7. <i>Recognize high frequency words and common decoding patterns (e.g., 300 Frye Instant Words).</i></li> <li>8. <i>Use structural cues to decode unfamiliar words and understand meaning when reading and writing such as words with prefixes (un, bi, pre, re) and suffixes (ly, ful).</i></li> <li>9. <i>Decode two-syllable and multi-syllable words using basic syllabication rules:</i> <ol style="list-style-type: none"> <li>a) <i>vowel-consonant-vowel – di/ner</i></li> <li>b) <i>vowel consonant/vowel consonant – din/ner.</i></li> </ol> </li> </ol>	<p><b><i>By the end of second grade students will be able to:</i></b></p> <p><b><i>Publish a class pattern book with each student illustrating a sentence that uses alliteration or onomatopoeia.</i></b></p> <p><b><i>Keep a vocabulary notebook or file of all the new words learned with their meanings, expanded endings, synonyms and antonyms or any other significant change in the word that enhances or alters its meaning.</i></b></p> <p><b><i>Create a cultural vocabulary dictionary/pictionary defining words across cultural lines.</i></b></p> <p><b><i>Create a prefix book by finding pictures of words that use prefixes (e.g., "bicycle") and paste them on construction paper. Write the prefix under the picture and write a sentence using the prefix.</i></b></p> <p><b><i>Create a syllabication chart categorizing words by the pattern of their syllabication.</i></b></p> <p><b><i>Keep a vocabulary notebook or file of all the new words learned with their meanings, expanded endings, synonyms and antonyms or any other significant change in the word that enhances or alters its meaning.</i></b></p> <p><b><i>Demonstrate an understanding of a growing vocabulary:</i></b></p> <ol style="list-style-type: none"> <li>a) <i>Matching compound word puzzles parts to form compound words</i></li> <li>b) <i>Playing antonym concentration</i></li> <li>c) <i>Constructing contraction cars by matching the two words (on the wheels) with the contraction (body of the car).</i></li> </ol> <p><b><i>Sort words by their vowel pattern and continue the pattern by making new words by changing the beginning consonants.</i></b></p>

	<p>12. Use context clues to construct meaning of unknown words (e.g., illustrations, diagrams, information in the story, titles, headings, sequence).</p> <p>13. Develop and increase vocabulary through reading, listening, and viewing a variety of sources (e.g., vocabulary logs, semantic maps, picture dictionaries, word walls, and card files).</p> <p>14. Read grade level text with fluency.</p> <p>15. Recognize high frequency words and common decoding patterns (e.g., 300 Frye Instant Words).</p> <p>16. Recognize high frequency words and common decoding patterns such as:</p> <ul style="list-style-type: none"> <li>a) Vowels: r-controlled</li> <li>b) Diphthongs (e.g., ou,ow)</li> <li>c) Special spelling patterns (rhymes) used for decoding</li> <li>d) Final consonant clusters (nd, nt, mp, ng, nk)</li> </ul> <p>17. Integrate the use of the cueing system (e.g., phonics, contextual, structural).</p> <p>18. Use context clues to construct meaning of unknown words (e.g., illustrations, diagrams, information in the story, titles, headings, sequence).</p> <p>19. Increase vocabulary through viewing, listening to and reading a variety of sources (e.g., vocabulary logs, semantic maps, dictionaries, word walls, and card files).</p> <p>20. Read grade level text with fluency.</p> <p>21. Recognize high frequency words and common decoding patterns (e.g., 300 Fry Instant Words).</p> <p>22. Decode vowel pairs (oo, ew, ue, ou and long: igh, ight, ie) words with fluency.</p> <p>23. Use structural cues to decode unfamiliar words and understand meaning when reading and writing</p>	<p>Cite the illustration that helped to decipher an unknown word.</p> <p>Research multiple meaning words by using the classroom dictionary to find two meanings for words given on an index card. Write two sentences for each meaning.</p> <ul style="list-style-type: none"> <li>a) The <u>bark</u> of the tree is rough.</li> <li>b) The storm stripped the <u>bark</u> off the tree.</li> <li>c) Does your dog <u>bark</u>?</li> <li>d) Our dog will <u>bark</u> at strangers.</li> </ul> <p>Substitute original words into sentences to construct meaning when a difficult word hinders reading by using the surrounding clues on the page.</p> <p>Keep a vocabulary notebook or file of all the new words learned with their meanings, expanded endings, synonyms and antonyms or any other significant change in the word that enhances or alters its meaning.</p> <p>Predict coming events as stories unfold.</p> <p>Determine the cause of a character's actions on the effect of the story outcome. Change the action to rewrite the ending of the story.</p> <p>Read a myth and folk tale and then write a brief composition comparing the two.</p> <p>Create comic book that illustrates the order of events in a story by sequencing the scene frames.</p> <p>Record reading of a story, skit or poem to be shared with the class. Supply sound effects for page turning and dramatization.</p> <p>List words already known on an ABC chart related to the new concept to be studied.</p> <p>Create an idiomatic class book with the phrase and the meaning on one half of the paper and the phrase and its literal meaning on the other half.</p> <p>The grass is greener</p>
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	<p><i>inflectional endings (e.g., helped / helping).</i></p> <p><b>24. Identify and use homographs (words with multiple meaning: bark, park, top) as appropriate in reading and writing.</b></p> <p><b>25. Use context clues to construct meaning of unknown words (e.g., illustrations, diagrams, information in the story, titles, headings, sequence).</b></p> <p><u><b>Students effectively apply reading skills and strategies to understand, interpret and appreciate a variety of literary texts, including fiction, non-fiction, poetry, drama, classic and contemporary literature.</b></u></p> <ol style="list-style-type: none"> <li><b>1. Recognize various genres and literary forms presented in passages, stories and books (e.g., fiction, nonfiction, fables, myths, legends).</b></li> <li><b>2. Identify story elements including characters, setting, main events, sequence of events, and problems and solutions.</b></li> <li><b>3. Compare and contrast story elements in various selections read in class.</b></li> <li><b>4. Apply comprehension strategies to make inferences related to grade level reading selections.</b></li> <li><b>5. Recognize the author's purpose in reading selections that are intended to entertain or to inform.</b></li> <li><b>6. Relate stories to personal experiences (e.g., characters, events, ideas).</b></li> <li><b>7. Make simple inferences related to plot and story events.</b></li> <li><b>8. Identify the main idea or theme in reading selections of various genres (e.g., fables, fairy tales, mystery).</b></li> <li><b>9. Use comprehension strategies to clarify understanding of story elements (e.g., monitor, question, evaluate).</b></li> </ol>	<p><b>Green Grass.....</b> <b>On the other side</b></p> <p><b>Better Times.....</b></p> <p><b>Produce an author study by examining two or three books by different authors and determining the purpose for each book. Draw conclusions about each author's style.</b></p> <p><b>Debate character's point of view after reading two parallel books told from a different characters point of view.</b></p> <p><b>Create an original ending that solves the story problem in a new way, changes the main characters point of view or alters the setting for the story being studied.</b></p> <p><b>Write one or two paragraphs in response to a biographical selection read in class:</b></p> <ol style="list-style-type: none"> <li>Analyzing character traits</li> <li>Describing critical events</li> <li>Identifying pivot influences</li> </ol> <p><b>Classify events and/or characters in a fairy tale as fantasy or real on a double-sided pop-out book.</b></p> <p><b>Differentiate between the structure of fiction (story elements: setting, characters, plot) and the structure of nonfiction (topic, main idea, details).</b></p> <p><b>Construct dioramas to portray story elements from class or independent reading selection.</b></p> <p><b>Demonstrate understanding of a grade level story by identifying the character setting, problem/goal and events using a graphic organizer (e.g., story map, retell organizer).</b></p> <p><b>Compare and contrast the same versions of the same fairytale or fable.</b></p> 
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	<p>10. <i>Recognize elements of poetry by examining rhythm, rhyme, alliteration and figurative language.</i></p> <p>11. <i>Know self-monitoring techniques to check comprehension by correcting miscues.</i></p> <p>12. <i>Use prior knowledge to clarify understanding of story events and to draw conclusions</i></p> <p>13. <i>Use comprehension strategies to identify cause and effect relationships.</i></p> <p>14. <i>Read and identify a variety of literary forms, such as fairy tales, folk tales, legends (unit 3 focus: folk tales, mythology and realistic fiction)</i></p> <p>15. <i>Use self-monitoring techniques to check comprehension by clarifying word and sentence meaning.</i></p> <p>16. <i>Order events and details sequentially.</i></p> <p>17. <i>Read narrative stories, drama and poetry with fluency and expression.</i></p> <p>18. <i>Use prior knowledge to make connections to understand the author's purpose and gain meaning of the text.</i></p> <p>19. <i>Recognize an author's use of figurative language (e.g., idioms similes, metaphors).</i></p> <p>20. <i>Recognize comprehension strategies (e.g., evaluate, summarize, question) to clarify meaning of grade level appropriate narrative texts (e.g., classic and contemporary literature, magazines, newspapers, on-line resources.)</i></p> <p>21. <i>Identify an author's purpose (to inform, to persuade or to entertain).</i></p> <p>22. <i>Identify character point of view.</i></p> <p>23. <i>Develop new endings to plots.</i></p>	<p><i>Participate in guided reading activities and in sustained silent reading of appropriate texts.</i></p> <p><i>Demonstrate knowledge to make proper selections of text to locate answer to specific questions (e.g., biographical information, science information).</i></p> <p><i>Complete section of K-W-L chart that specifies L: What I Want to Learn.</i></p> <p><i>Participate in discussions on a selected topic/theme using information from research.</i></p> <p><i>Demonstrate an understanding of grade appropriate expository text by developing questions that target the main idea/message and supporting details.</i></p> <p><i>Create graphs, pictures or charts that summarize the data presented after discussing articles in children's magazines.</i></p> <p><i>Debate a current issue in the news to demonstrate an understanding of facts (able to prove) and opinions (not able to prove).</i></p> <p><i>Predict what will happen next and discuss the reasons for the prediction.</i></p> <p><i>Write a list of questions to be answered by a specific character in a reading selection.</i></p> <p><i>Create a class poetry book containing examples of a variety of poems:</i></p> <p>a) <i>Rhyming couplets</i></p>
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	<p>24. <i>Read and identify a variety of literary forms, such as fairy tales, folktales, drama, realistic fiction (unit 4 focus: drams and biographies)</i></p> <p><u>Students effectively apply reading skills and strategies to understand and interpret a variety of informational texts, including textbooks, reference materials, biographies, directions, procedures and articles.</u></p> <ol style="list-style-type: none"> <li>1. <i>Use strategies to monitor reading in grade level or higher text (e.g., decoding, predicting, discussing).</i></li> <li>2. <i>Know the identifying characteristics of informational texts (e.g., textbooks, directions, procedures, biographies, charts, graphs).</i></li> <li>3. <i>Generate questions to clarify understanding of informational text.</i></li> <li>4. <i>Apply reading skills and strategies to interpret a variety of informational texts (e.g., pictionaries, dictionaries, textbooks, encyclopedias, Internet) and to locate information.</i></li> <li>5. <i>Identify the main idea and supporting details in grade level reading passages.</i></li> <li>6. <i>Examine pictures, graphs and charts to support predictions, draw conclusions, organize and record information.</i></li> <li>7. <i>Identify fact and opinion in a grade level reading selection.</i></li> <li>8. <i>Know the purpose for a variety of reference materials such as dictionaries, glossaries, thesauruses, and indexes.</i></li> <li>9. <i>Generate questions to clarify understanding of main idea and details.</i></li> <li>10. <i>Read and organize information by interpreting graphic devices (e.g., diagrams, charts, graphs, and</i></li> </ol>	<ol style="list-style-type: none"> <li>b) <i>Descriptive haikus</i></li> <li>c) <i>Creative acrostics</i></li> </ol> <p><i>Create book covers for reference materials illustrating their purpose.</i></p> <p><i>Produce a list of questions related to a scientific reading, or to a biographical sketch.</i></p> <p><i>Develop a learning chart to connect prior knowledge to a new selected topic. (ABC Chart).</i>  Topic:  Airport  Buildings  Cars  Diners</p> <p><i>Prepare (with a group) examples of the purpose of informational text . Each group finds examples in magazines, newspapers or on-line of a certain purpose (to perform a task = decorating magazine, how to article; to sequentially follow steps in a process = cooking magazine, recipe; to locate information to respond to a question = newspaper article, details of an accident).</i></p> <p><i>Demonstrate ability to access and use information on a selected topic from CD Rom.</i></p> <p><i>Demonstrate an understanding of a grade appropriate expository text by developing questions that lead to generalizations about grade level theme.</i></p> <p><i>Develop a learning chart on a selected topic. (QAD)</i>  <ol style="list-style-type: none"> <li>a) <i>Question</i></li> <li>b) <i>Answer</i></li> <li>c) <i>Details</i></li> </ol></p> <p><i>Participate in discussions on selected topic/theme using information from research.</i></p> <p><i>Detail the directions (of at least three steps) for constructing an art project that relates to the current unit or grade level theme.</i></p> <p><i>Demonstrate ability to access and use information on a</i></p>
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	<p><i>captions) for different purposes.</i></p> <p>11. <i>Use strategies to monitor reading in grade level or higher text (e.g., rereading, self-checking).</i></p> <p>12. <i>Use prior knowledge to gain understanding of new information.</i></p> <p>13. <i>Identify the purpose for reading an informational text (e.g., to perform a task, to sequentially following steps in a process or to locate information to respond to a question).</i></p> <p>14. <i>Use an informational resource to develop note taking skills (e.g., copy simple facts from informational text in book or article).</i></p> <p>15. <i>Use comprehension strategies to make generalizations about information read in text .</i></p> <p>16. <i>Read and organize information by interpreting graphic devices (e.g., diagrams, charts, graphs, and captions) for different purposes.</i></p> <p>17. <i>Use strategies to monitor reading in grade level or higher text (e.g, summarizing, discussing, using a dictionary).</i></p> <p>18. <i>Demonstrate understanding of a process by reading the directions and completing a three step task (e.g., playing game, following classroom procedures, conducting science lab experiments).</i></p> <p>19. <i>Use technology to access information.</i></p> <p>20. <i>Use strategies to monitor reading in grade level or higher text (e.g, evaluating, summarizing, questioning).</i></p> <p>21. <i>Use chapter headings and other organizational structures to locate information in a text.</i></p> <p>22. <i>Retell the main idea of an expository passage using facts and details.</i></p>	<p><i>selected topic off the Internet.</i></p> <p><i>Demonstrate an understanding of a grade appropriate expository text by developing questions that target the main idea/message and supporting details.</i></p> <p><i>Develop a learning chart on a selected topic. (K <u>W</u> <u>L</u> Chart) to show prior knowledge.</i></p> <p>a) <i>What I <u>K</u>now?</i></p> <p>b) <i><u>W</u>hat do I want to know?</i></p> <p>c) <i>What have I <u>L</u>earned?</i></p> <p><i>Locate information in science or social studies text by using the index, working in cooperative groups, racing against other groups.</i></p> <p><i>Use newspapers to locate current event to present during share and tell activity.</i></p> <p><i>Participate in literature circles organized by titles or types of literature (e.g., fantasy group, science group, history group, riddle group).</i></p> <p><i>Participate in “Author’s Tea” where reading selections are shared with invited audiences.</i></p> <p><i>Participate in library or reading shelf in-school “field trips” to practice selecting appropriate reading materials and use of resources.</i></p> <p><i>Read and memorize poetry for enjoyment and to recite to an audience.</i></p> <p><i>Create book reports on independently selected reading texts.</i></p> <p><i>Participate in teacher/peer read-alouds of various literary genres to aid in developing reading skills.</i></p> <p><i>Read, listen to, discuss and share a wide variety of multicultural materials to gain a better understanding of self and others.</i></p> <p><i>Produce a class book of analogies following the pattern in a</i></p>
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	<p>23. <i>Summarize major points of an informational piece in own words.</i></p> <p><u><i>Students read and use written works for a variety of purposes and with a variety of literacy communities.</i></u></p> <ol style="list-style-type: none"> <li>1. <i>Identify personal preferences for independent reading selections.</i></li> <li>2. <i>Explore media resources and reading materials to gain an understanding of library resources.</i></li> <li>3. <i>Explore various everyday print materials (e.g., storybooks, poems).</i></li> <li>4. <i>Select informational texts for pleasure (e.g., magazines, books).</i></li> <li>5. <i>Read familiar stories, poems and passages, with fluency, expression and intonation.</i></li> <li>6. <i>Recognize print from other cultures.</i></li> <li>7. <i>Organize and classify analogies using pictures, words, and concepts.</i></li> <li>8. <i>Create book reports on independently selected reading texts.</i></li> <li>9. <i>Read familiar stories, poems and passages, with fluency, expression and intonation.</i></li> <li>10. <i>Recognize family structures from other countries through their literature.</i></li> <li>11. <i>Select informational texts for research and presentation purposes.</i></li> <li>12. <i>Read familiar stories, poems and passages, with fluency, expression and intonation.</i></li> </ol>	<p><i>book such as "Quick as a Cricket".</i></p> <p><i>Create a classroom newsletter summarizing the units' activities for the purpose of informing parents.</i></p> <p><i>Read, listen to, discuss and share a wide variety of multicultural materials to gain a better understanding of self and others.</i></p> <p><i>Create a mental image from pictures and print.</i></p> <p><i>Prepare a multimedia presentation (e.g., visuals, computer, dramatizations).</i></p> <ol style="list-style-type: none"> <li>a) <i>Organize information</i></li> <li>b) <i>State main idea/message</i></li> <li>c) <i>Develop support</i></li> </ol> <p><i>Use cause effect relationship (what happened and why?)</i></p> <p><i>Read, listen to, discuss and share a wide variety of multicultural materials to gain a better understanding of self and others.</i></p>
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	13. <i>Identify heroes and heroines in multicultural stories/biographies.</i>	
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# English Language Arts Standards

## Writing

### Grade 2

#### Text Types and Purposes

1. 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.
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Write narratives 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 event order, and provide a sense of closure.

#### Production and Distribution of Writing

4. (Begins in grade 3)
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### Research to Build and Present Knowledge

7. 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).
8. Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)

#### Range of Writing

10. (Begins in grade 3)

#### GRADE 2 WRITING

#### Students demonstrate competence in the skills and strategies of the writing process.

1. *Participate in various forms of prewriting strategies, such as reading, charting, using a graphic organizer, drawing or imaging to develop ideas.*
2. *Use ideas from a graphic organizer to compose a story that includes characters, setting and plot.*
3. *Organize related ideas and maintain a consistent focus when producing a first draft.*
4. *Add details and give examples to support the main idea or topic.*
5. *Revise draft using skills and strategies of the writing process (e.g., rearrange words or sentences, add details, delete extra information).*
6. *Prepare final draft for class book or for bulletin*

#### *By the end of grade 2 students will be able to:*

#### *Respond to a narrative prompt by writing a paragraph that:*

- a) *Maintains a consistent focus*
- b) *Supplies ample supporting ideas and description*
- c) *Follows the conventions of Standard English*
- d) *Provides a clear beginning, middle, and end*
- e) *Develops characters*

#### *Share ideas for improving work with teacher or peer, and then make necessary revisions for a final draft.*

#### *Respond to an expository or narrative prompt by writing a paragraph that:*

- a) *Follows paragraph structure*
- b) *Uses a variety of sentence structure*
- c) *Addresses an audience*
- d) *Contains elaboration*

#### *Compose a friendly letter to a nature conservationist containing the five parts of a letter:*

	<p><b>board display.</b></p> <p>7. <b>Use prewriting strategies to plan for a specific audience and purpose.</b></p> <p>8. <b>Recognize identifying characteristic of expository and narrative composition (e.g., to explain, to tell a story).</b></p> <p>9. <b>Draft an expository composition (1-3 paragraphs) for a specific audience.</b></p> <p>10. <b>Revise and edit composition to reorder sentences, add details, correct mistakes.</b></p> <p>11. <b>Publish compositions for a class newsletter.</b></p> <p>12. <b>Evaluate effectiveness of writing using writing rubric.</b></p> <p>13. <b>Use prewriting strategies to plan with story elements.</b></p> <p>14. <b>Recognize defining characteristics of narrative writing (e.g., tells a story, describes, beginning, middle, end).</b></p> <p>15. <b>Draft a narrative composition (1-3 paragraphs) that includes elaboration.</b></p> <p>16. <b>Revise and edit composition to reorder sentences, add elaboration, correct mistakes.</b></p> <p>17. <b>Publish compositions for a class display.</b></p> <p>18. <b>Evaluate effectiveness of writing using writing rubric.</b></p> <p>19. <b>Distinguish between a narrative and an expository prompt.</b></p> <p>20. <b>Write multiple paragraphs (narrative, expository essay) to focus on separate ideas, each having a clear beginning, middle, and end.</b></p>	<p>a) <i>heading</i>  b) <i>greeting</i>  c) <i>body</i>  d) <i>closing</i>  e) <i>signature</i></p> <p><b>Compose a personal narrative of one to two paragraphs after reading a realistic fiction selection that:</b></p> <p>a) <i>Grabs the audience with an inviting beginning sentence</i>  b) <i>Incorporates dialogue appropriately</i>  c) <i>Elaborates on the theme with personal anecdotes and opinions</i></p> <p><b>Compose a personal narrative of one to two paragraphs after reading a realistic fiction selection that:</b></p> <p>d) <i>Grabs the audience with an inviting beginning sentence</i>  e) <i>Incorporates dialogue appropriately</i>  f) <i>Elaborates on the theme with personal anecdotes and opinions</i></p> <p><b>Write a three paragraph expository piece, after outlining a clear focus for each paragraph that:</b></p> <p>a) <i>Focuses on a topic</i>  b) <i>Orders steps to a process sequentially</i>  c) <i>Uses clear vocabulary such as time order words for transitions and exact verbs for understanding</i>  d) <i>Elaborates with clear examples</i></p> <p><b>Research an important person and write a biography about them by:</b></p> <p>a) <i>Giving facts about what the person contributed</i>  b) <i>Telling about events that happened during the person's life</i></p> <p><b>Use the correct grammar, punctuation and mechanical conventions when writing descriptive stories.</b></p> <p><b>Participate in modeling activities where sentence structure is a cooperative class activity using the overhead or board.</b></p> <p><b>Edit a composition that contains errors in grammatical and</b></p>
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	<p>21. <i>Independently implement the writing process in response to a prompt or to an original idea.</i></p> <p>22. <i>Evaluate own work and that of peers to improve effectiveness of writing.</i></p> <p><b><u>Students effectively apply grammatical and mechanical conventions to written works.</u></b></p> <p>1. <i>Use proper conventions of print (e.g., letter formation, spacing, direction).</i></p> <p>2. <i>Differentiate between complete and incomplete sentences.</i></p> <p>3. <i>Identify subject (naming part) and predicate (action part) of a sentence.</i></p> <p>4. <i>Organize words to compose effective sentences, including the composition of simple and complex sentences.</i></p> <p>5. <i>Identify types of sentences and punctuate correctly:</i></p> <ul style="list-style-type: none"> <li>a) <i>Declarative statement – period</i></li> <li>b) <i>Interrogative question – question mark</i></li> <li>c) <i>Exclamatory command – exclamation point</i></li> </ul> <p>6. <i>Identify and use editing symbols.</i></p> <p>7. <i>Use conventions of punctuation (e.g., commas to separate ideas; in the greeting and closure of a letter; and with dates when writing letters).</i></p> <p>8. <i>Use commas correctly with a series of words and when combining sentences.</i></p> <p>9. <i>Use nouns correctly (singular, plural).</i></p> <p>10. <i>Use appropriate parts of speech when writing.</i></p> <p>11. <i>Recognize editing and revising symbols.</i></p> <p>12. <i>Use capitalization correctly (beginning of sentences, proper nouns).</i></p>	<p><b><i>mechanical conventions to make it suitable for publication.</i></b></p> <p><b><i>Use the correct grammar, punctuation and mechanical conventions when writing a variety of papers such as but not limited to:</i></b></p> <ul style="list-style-type: none"> <li>a) <i>Pen pal letters</i></li> <li>b) <i>Invitations</i></li> <li>c) <i>Friendly letters</i></li> <li>d) <i>Thank you notes</i></li> </ul> <p><b><i>Edit a text that contains errors in grammatical and mechanical conventions to make it suitable for publication.</i></b></p> <p><b><i>Use the correct grammar, punctuation and mechanical conventions when writing reports by:</i></b></p> <ul style="list-style-type: none"> <li>a) <i>Using precise language</i></li> <li>b) <i>Capitalizing proper nouns</i></li> <li>c) <i>Punctuating a variety of sentences correctly</i></li> </ul> <p><b><i>Use correct grammar, punctuation and mechanical conventions when writing a personal narrative:</i></b></p> <ul style="list-style-type: none"> <li>a) <i>Spell interesting verbs and nouns correctly</i></li> <li>b) <i>Use quotation marks correctly in dialogue</i></li> </ul> <p><b><i>Produce a piece of poetry or prose that demonstrates an expanded vocabulary in response to a prompt or teacher suggestion.</i></b></p> <p><b><i>Revise work to add an interesting adjective before each noun.</i></b></p> <p><b><i>Compose “simile sentences” for publication.</i></b></p> <p><b><i>Practice paragraph structure: indentation, topic sentence, details, conclusion.</i></b></p> <p><b><i>Begin the year with a class “I Wonder Why” book that students add to as each thematic unit is introduced. Culminate the year with a publication of a “Did You Know” book that answers the questions.</i></b></p> <p><b><i>Begin a presentation portfolio that should include but not be limited to:</i></b></p> <ul style="list-style-type: none"> <li>a) <i>Two polished pieces showing growth in a variety of writing modes (narrative, expository, letters,</i></li> </ul>
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	<p><b>13. Begin to cite reference material.</b></p> <p><b>14. Use quotation marks to denote dialogue in writing.</b></p> <p><b>15. Spell frequently used words correctly ( irregular verbs, plurals and contractions)</b></p> <p><b>16. Recognize possessive nouns (singular and possessive).</b></p> <p><b>17. Recognize verb tenses.</b></p> <p><b>18. Begin to identify adverbs (to answer how, when, where and why).</b></p> <p><b>19. Use editing and revising symbols when proofing written work.</b></p> <p><b>20. Use capitalization correctly (beginning of sentences, proper nouns).</b></p> <p><b>21. Begin to cite reference material.</b></p> <p><b>22. Use quotation marks to denote dialogue in writing.</b></p> <p><b>23. Spell frequently used words correctly ( irregular verbs, plurals and contractions)</b></p> <p><b>24. Recognize possessive nouns (singular and possessive).</b></p> <p><b>25. Recognize verb tenses.</b></p> <p><b>26. Begin to identify adverbs (to answer how, when, where and why).</b></p> <p><b>27. Use editing and revising symbols when proofing written work.</b></p> <p><b>28. Identify and correctly use parts of speech in writing (e.g., nouns, pronouns, adjectives, verbs, adverbs).</b></p> <p><b>29. Use exact and irregular verbs.</b></p> <p><b>30. Increase correctly spelled vocabulary bank.</b></p>	<p>invitations, poems).</p> <p>b) A written explanation why each selection was chosen.</p> <p>c) A written reflection on the strengths and weaknesses in the writing.</p> <p><b>Elaborate simple sentences to form complex sentences that include detail and example.</b></p> <p><b>Use the correct grammar, punctuation and mechanical conventions when writing an expository piece (instruction) by:</b></p> <p>a) Choosing interesting transition words</p> <p>b) Supplying precise verbs</p> <p>c) Elaborating with comparisons</p> <p><b>Edit a text containing errors in grammatical and mechanical conventions to make it suitable for publication.</b></p> <p><b>Produce a piece of prose that demonstrates an expanded vocabulary and effective sentence transitions.</b></p> <p><b>Produce a presentation portfolio that should include but not be limited to:</b></p> <p>a) Two polished pieces showing growth in a variety of writing modes (narrative, expository, letters, invitations, poems).</p> <p>b) A written explanation why each selection was chosen.</p> <p>c) A written reflection on the strengths and weaknesses in the writing.</p> <p><b>Produce a report that demonstrates a knowledge of:</b></p> <p>a) Researching a topic on a grade level unit</p> <p>b) Planning by using a graphic organizer</p> <p>c) Using multi-sources to gather facts and details relevant to selected topic. Paraphrasing information.</p> <p><b>Maintain a presentation portfolio that should include but not be limited to:</b></p> <p>a) Two polished pieces showing growth in a variety of writing modes (narrative, expository, letters, invitations, folk tales and myths).</p> <p>b) A written explanation why each selection was chosen.</p>
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	<p><b>31. Use editing and revising symbols when editing own work and that of peers.</b></p> <p><b><u>Students effectively apply stylistic and rhetorical aspects of writing.</u></b></p> <ol style="list-style-type: none"> <li><b>1. Substitute effective words to improve quality of text (e.g., big-enormous, tiny-minute).</b></li> <li><b>2. Use descriptive language to add sensory details to character and setting descriptions.</b></li> <li><b>3. Recognize that paragraphs focus on one main idea.</b></li> <li><b>4. Vary sentence structure within a paragraph to include “long” and “short” sentences.</b></li> <li><b>5. Incorporate poetic devices such as comparison, rhyme, rhythm and metaphor into writing.</b></li> <li><b>6. Identify the structure of a paragraph: topic sentence, details, conclusion.</b></li> <li><b>7. Write paragraph that focuses on one main idea and follows proper structure.</b></li> <li><b>8. Expand and join sentences to improve the flow and richness of writing.</b></li> <li><b>9. Vary sentence structure to add interest to the written composition.</b></li> <li><b>10. Describe setting, characters, objects and events in detail.</b></li> <li><b>11. Identify adjectives that compare.</b></li> <li><b>12. Identify transition words (time order words).</b></li> <li><b>13. Incorporate figurative language into written compositions.</b></li> <li><b>14. Construct effective paragraphs that contain topic</b></li> </ol>	<ol style="list-style-type: none"> <li><b>c) A written reflection on the student’s strengths and weaknesses in writing.</b></li> </ol> <p><b>Host a “Recently Published” event where student writing is presented and read by guests.</b></p> <p><b>Culminate a presentation portfolio that should include but not be limited to:</b></p> <ol style="list-style-type: none"> <li><b>a) Eight polished pieces showing growth in a variety of writing modes (narrative, expository, letters, invitations, poems).</b></li> <li><b>b) A written explanation why each selection was chosen.</b></li> <li><b>c) A written reflection on the student’s strengths and weaknesses in writing.</b></li> </ol>
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*sentence, details, conclusion.*

*Students effectively gather and use information for a variety of purposes and with a variety of audiences.*

1. *Compose questions about topics of personal interest.*
2. *Add labels, titles and headings to informational work (e.g., graphs, charts, explanations).*
3. *Identify a variety of written pieces appropriate for publication from a class made rubric.*
4. *Write in various formats and styles (e.g., letters, invitations, messages, reports).*
5. *Identify a variety of written pieces appropriate for publication from a class-created rubric.*
6. *Obtain information from a variety of reference material to research answers to questions and seek information (e.g., Internet, dictionary, encyclopedia, artifacts, maps and interviews) by:*
  - b) *Using the table of contents, glossary, and index*
  - c) *Understanding keys and legends*
  - d) *Using guide words*
  - e) *Bookmarking internet sites*
7. *Identify a variety of written pieces appropriate for publication from a class made rubric.*
8. *Prepare a collection of writing in various styles (e.g., biographical sketches, stories, poems) in response to prompts, and to original ideas.*
10. *Identify a variety of written pieces appropriate for publication from class made rubric.*

# English Language Arts Standards

## Speaking & Listening

### Grade 2

#### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.  
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).  
Build on others' talk in conversations by linking their comments to the remarks of others.  
Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. 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.

#### Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. 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.
7. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

#### **Students apply listening skills and strategies to comprehend oral communication in a variety of situations**

1. ***Listen to literary forms (e.g., stories, informational books, poems, plays, fables) and a variety of media (audiotapes, videos, on-line sources).***
2. ***Listen for a specific purpose:***
  - a) *Experiencing enjoyment*
  - b) *Solving problems*
  - c) *Fulfilling curiosity*
  - d) *Expressing thoughts*
  - e) *Connecting experiences*
  - f) *Identifying mood or theme*
  - g) *Identifying author's purpose*
3. ***Listen appropriately to speakers in a variety of settings (classroom, assembly, small groups) by using eye contact and correct body language.***
4. ***Develop a personal preference for literature such as fables, poetry, drama or science non-fiction.***
5. ***Gain an understanding of self and others through listening to a variety of multicultural materials.***

#### **Demonstrate effective listening skills by:**

- a) *Listening and responding to oral presentations including journal readings, poetry, songs, and dramatizations*
- b) *Retelling a story and dramatizing the events*
- c) *Memorizing poems for recitation*
- d) *Identifying patterns in poetry*
- e) *Describing story elements*

#### **Evaluate presentations by self and peers using the following criteria in class made rubric:**

- a) *Engagement of audience*
- b) *Body language*

#### **Demonstrate effective listening skills by:**

- a) *Listening and responding to oral presentations including journal readings, oral reports, and dramatizations*
- b) *Retelling a story and dramatizing the events*
- c) *Asking questions to express interest in a topic*

***Use appropriate volume when talking to classmates in various settings (e.g., library, classroom, playground, small group setting, informal discussions, formal presentation).***

	<p><b><u>Students effectively organize and deliver oral communication with a variety of audiences.</u></b></p> <ol style="list-style-type: none"> <li><b><i>Speak clearly and use correct voice level, vocabulary, variety of complex sentence structures and gestures appropriate for the language situation.</i></b></li> <li><b><i>Follow implicit strategies for conversation.</i></b> <ol style="list-style-type: none"> <li><b><i>Initiate conversation with peers, group members and teachers</i></b></li> <li><b><i>Take turns and raise hand to speak</i></b></li> <li><b><i>Use eye contact and appropriate gestures to enhance conversation</i></b></li> <li><b><i>Participate in class and group discussions</i></b></li> </ol> </li> <li><b><i>Follow implicit strategies for recitation by:</i></b> <ol style="list-style-type: none"> <li><b><i>Memorizing rhyme</i></b></li> <li><b><i>Demonstrating rhythm</i></b></li> <li><b><i>Gesturing</i></b></li> </ol> </li> <li><b><i>Follow implicit strategies for dramatization by:</i></b> <ol style="list-style-type: none"> <li><b><i>Memorizing lines</i></b></li> <li><b><i>Using correct volume, phrasing and tone</i></b></li> <li><b><i>Expressing action</i></b></li> </ol> </li> <li><b><i>Follow implicit strategies for oral communication by:</i></b> <ol style="list-style-type: none"> <li><b><i>Staying on the topic when speaking</i></b></li> <li><b><i>Using appropriate voice level for a report</i></b></li> <li><b><i>Raising hand to speak</i></b></li> <li><b><i>Taking turns</i></b></li> <li><b><i>Asking questions</i></b></li> </ol> </li> </ol> <p><b><u>Students apply speaking skills and strategies to communicate effectively with a variety of audiences and for different purposes.</u></b></p> <ol style="list-style-type: none"> <li><b><i>Participate in class and group discussions about what is being learned.</i></b></li> <li><b><i>Speak respectfully to persons when sharing information, ideas, values, and points of view reflecting various cultures.</i></b></li> </ol>	<p><b><i>Demonstrate effective conversation skills by:</i></b></p> <ol style="list-style-type: none"> <li><b><i>Respecting the ideas, values, and points of view of classmates</i></b></li> <li><b><i>Playing or participating in a group game</i></b></li> <li><b><i>Using acceptable ways of gaining attention</i></b></li> <li><b><i>Contributing effectively in cooperative learning settings</i></b></li> <li><b><i>Asking how and why questions to express interest and contribute to discussions.</i></b></li> </ol> <p><b><i>Demonstrate effective recitation skills by:</i></b></p> <ol style="list-style-type: none"> <li><b><i>Reciting rhyming poetry in verses</i></b></li> <li><b><i>Reciting limericks with correct rhythm</i></b></li> <li><b><i>Reciting haiku with correct tone</i></b></li> </ol> <p><b><i>Demonstrate effective oral communication skills by:</i></b></p> <ol style="list-style-type: none"> <li><b><i>Delivering a speech effectively</i></b></li> <li><b><i>Reporting facts in a report accurately</i></b></li> <li><b><i>Performing songs chorally</i></b></li> </ol> <p><b><i>Demonstrate speaking and listening skills by:</i></b></p> <ol style="list-style-type: none"> <li><b><i>Contributing to class discussions</i></b></li> <li><b><i>Asking questions appropriately during class discussions</i></b></li> <li><b><i>Listening without interrupting to classmates and adults</i></b></li> </ol> <p><b><i>Demonstrate speaking and listening skills by:</i></b></p> <ol style="list-style-type: none"> <li><b><i>Giving feedback to speaker</i></b></li> <li><b><i>Eliminating barriers to effective listening</i></b></li> <li><b><i>Responding appropriately to mood of the presentation by laughing, clapping or crying</i></b></li> <li><b><i>Expressing thoughts using some imagery</i></b></li> </ol> <p><b><i>Demonstrate speaking and listening skills by:</i></b></p> <ol style="list-style-type: none"> <li><b><i>Asking relevant questions after listening to a peer's personal experience</i></b></li> <li><b><i>Expressing verbal sensitivity to other cultures after listening to folktales or stories of other countries after listening to a story.</i></b></li> <li><b><i>Responding to books</i></b></li> </ol>
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	<p>3. <b><i>Use descriptive language to convey meaning:</i></b></p> <p>a) <b><i>Retell stories including characters, setting and plot</i></b></p> <p>b) <b><i>Share opinions</i></b></p> <p>c) <b><i>Express mood</i></b></p> <p>d) <b><i>Explore language patterns such as figurative language in poems, charts and choral readings</i></b></p> <p>4. <b><i>Use language to identify different purposes (e.g., to inform, entertain, persuade)</i></b></p> <p>5. <b><i>Use descriptive language to retell stories including characters, setting and plot.</i></b></p> <p>6. <b><i>Recite a personal narrative.</i></b></p> <p>7. <b><i>Recount experiences with sequential order.</i></b></p> <p>8. <b><i>Speak respectfully to gain and share information, ideas, values and points of view reflecting other cultures.</i></b></p> <p><b><u><i>Students effectively demonstrate stylistic and rhetorical aspects of presentation and performance.</i></u></b></p>	<p><b><i>Demonstrate speaking and listening skills by:</i></b></p> <p>a) <b><i>Asking for clarification of presented ideas</i></b></p> <p>b) <b><i>Expressing verbal sensitivity to other cultures after listening to songs or reports of other countries.</i></b></p> <p>c) <b><i>Responding to books and book reports.</i></b></p>
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