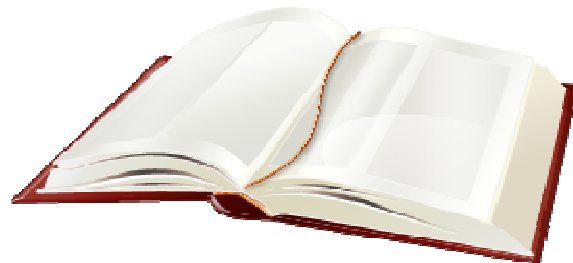


# English/Language Arts Kindergarten



*Kindergarten – First Grade Department*  
SY2009-2010

**September Grade K Language Arts**

**Essential Understanding:** Active listening requires you to rethink what you are hearing.

**Indicators:**

- PA 1** Read own first and last name.
  
- C 3** Follow simple oral directions.
  
- RP 1** Demonstrate an understanding that print has meaning by explaining that text provides information or tells a story.
  
- RP 2** Hold books right side up, know that people read pages from front to back and read words from left to right.
  
- RP 3** Know the differences between illustrations and print.
  
- RAI 1** Use pictures and illustrations to aid comprehension.
  
- RAL 1** Identify favorite books and stories.
  
- C 1** Listen attentively to speakers, stories, poems and songs.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**October Grade K Language Arts**

**Essential Understanding:** Fantasy stories have a magical quality in them that makes impossible things seem believable.

**Indicators:**

**C 6** Recite short poems, songs and nursery rhymes.

**RAL 2** Identify the characters and setting in a story.

**RAL 4** Distinguish between fantasy and reality.

**RAI 5** Follow simple directions.

**RP 5** Predict what will happen next, using pictures and content as a guide.

**RP 8** Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts.

**AV 3** Identify words in common categories such as color words, number words and directional words.

**WP 1** Generate writing ideas through discussions with others.

**PA 8** Read one-syllable and often-heard words by sight.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**November Grade K Language Arts**

**Essential Understanding:** Letters are the symbols that stand for sounds. If you can see the pattern, it is easier to figure out what might come next.

**Indicators:**

**PA 2** Identify and complete rhyming words and patterns.

**RAL 5** Recognize predictable patterns in stories.

**PA 5** Recognize, say and write the common sounds of letters.

**PA 7** Hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, and blend phonemes to say words.

**AV 2** Recognize and understand words, signs and symbols seen in everyday life.

**C 2** Connect what is heard with prior knowledge and experience.

**RP 4** Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions.

**RAI 2** Identify and discuss the sequence of events in informational text.

**RAI 4** Identify and discuss simple maps.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**December Grade K Language Arts**

**Essential Understanding:** Before, during and after reading, good readers use questions to help them focus on the important information.

**Indicators:**

**PA 4** Distinguish and name all upper- and lower-case letters.

**WA 3** Write from left to right and from top to bottom (letter formation).

**WC 1** Print capital and lowercase letters, correctly spacing the letters.

**C 4** Speak clearly and understandably.

**RP 9** Monitor comprehension of orally read texts by asking and answering questions.

**RP 7** Recall information from a story by sequencing pictures and events.

**RAL 3** Retell or re-enact a story that has been heard.

**PA 3** Distinguish the number of syllables in words by using rhythmic clapping, snapping or counting.

**AV 4** Determine the meaning of unknown words, with assistance, using a beginner's dictionary.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**January Grade K Language Arts**

**Essential Understanding:** Good research is a system of gathering information that enables us to see all sides of an issue before drawing conclusions.

**Indicators:**

**R 1** Ask questions about a topic being studied or an area of interest.

**R 2** Use books or observations to gather information, with teacher assistance, to explain a topic or unit of study.

**R 3** Recall information about a topic, with teacher assistance.

**R 4** Share findings visually or orally.

**RAI 4** Identify and discuss simple graphs.

**WP 4** Organize and group related ideas.

**WA 2** Name or label objects or places.

**WC 3** Show characteristics of early letter name-alphabetic spelling.

**C 5** Deliver informational presentations about ideas or experiences in logical order with a beginning, middle and end.

**PA 8** Read one-syllable and often-heard words by sight.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**February Grade K Language Arts**

**Essential Understanding:** Following the rules of writing helps people understand what you want to tell them.

Punctuation marks and grammar rules are like highway traffic signs and signals – they guide readers through the text and help avoid confusion.

**Indicators:**

**PA 6** Distinguish letters from words by recognizing that words are separated by spaces.

**WP 6** Use correct sentence structures when expressing thoughts and ideas.

**WA 1** Dictate or write simple stories, using letters, words or pictures.

**WA 4** Dictate or write informal writings for various purposes.

**WC 2** Leave spaces between words when writing.

**WC 4** Use some end consonant sounds when writing.

**WC 5** Place punctuation marks at the end of sentences.

**C 5** Deliver informal descriptive presentations about ideas or experiences in logical order with a beginning, middle and end.

**WP 7** Reread own writing.

**WP 5** Write from left to right and top to bottom (directionality).

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**March Grade K Language Arts**

**Essential Understanding:** Effective paragraphs present and support the main idea of the topic sentence.

**Indicators:**

**RP 6** Compare information (e.g., recognize similarities) in texts using prior knowledge and experience.

**RAI 3** Tell the main idea of a selection that has been read aloud.

**RAI 4** Identify and discuss simple charts.

**PA 8** Read one-syllable and often-heard words by sight.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**April Grade K Language Arts**

**Essential Understanding:** Authors try to hook and hold their audiences.

**Indicators:**

**WP 2** Choose a topic for writing.

**WP 3** Determine audience.

**WP 8** Use resources (e.g., a word wall) to enhance vocabulary.

**RP 10** Identify favorite books and stories and participate in shared oral reading.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**May Grade K Language Arts**

**Essential Understanding:** Good readers adjust their speed depending upon their purpose for reading. Editing is finding errors in work in order to know how to make ideas clearer to the reader.

**Indicators:**

**PA 9** Reread stories independently or as a group, modeling patterns of changes in timing, voice and expression.

**AV 1** Understand new words from the context of conversations or from the use of pictures within a text.

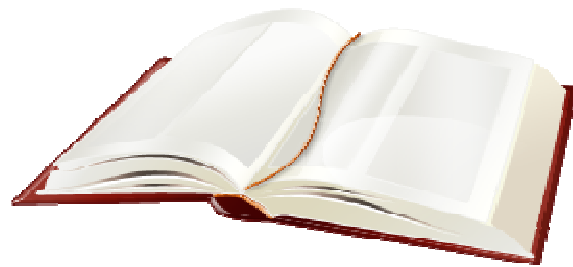
**WP 9** Rewrite and illustrate writing samples for display and for sharing with others.

**PA 8** Read one-syllable and often-heard words by sight.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

# English/Language Arts First Grade



**September Grade 1 Language Arts**

**Essential Understanding: To be interesting, a presenter must be clear, organized and delivered with enthusiasm.**

**Indicators:**

- RP1** Describe the role of authors and illustrators.
- WP1** Generate writing ideas through discussions with others.
- C1** Use active listening skills, such as making eye contact or asking questions.
- C4** Speak clearly and understandably
- C3** Follow simple oral directions.
- C2** Compare what is heard with prior knowledge and experience.
- C6** Deliver brief, informal, descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.
- PA1** Identify and distinguish between letters, words and sentences.
- PA2** Identify and say beginning and ending sounds in words.
- PA4** Decode by using letter sound matches.
- PA6** Blend two to four phonemes (sounds) into words.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**October Grade 1 Language Arts**

**Essential Understanding: Writers use the tools of word choice, situation, point of view and punctuation to create a personal style.**

**Indicators:**

**RP2** Establish a purpose for reading (ex. To be informed, to follow directions, or to be entertained)

**RP5** Compare information (ex. Recognize similarities) in texts with prior knowledge and experience.

**RP6** Recall the important ideas in fictional and nonfictional texts.

**RAL5** Recognize predictable patterns in stories and poems.

**WC1** Print legibly and space letter, words and sentences appropriately.

**WC4** Create phonetically-spelled written work that can usually be read by the writer and others.

**WP2** Develop a main idea for writing.

**WP3** Determine purpose and audience.

**PA7** Add, delete or change sounds in a given word to create new or rhyming words.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**November Grade 1 Language Arts**

**Essential Understanding: Reading comprehension involves identifying story elements and the usage of different strategies and conventions.**

**Indicators:**

**RP3** Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple directions.

**RP9** Monitor comprehension of independently- or group – read texts by asking and answering questions.

**RAI6** Follow multi-step directions.

**WA4** Produce informal writing (message, journals, notes and poems) for various purposes.

**WC5** Spell unfamiliar word using strategies such as segmenting, sound out and matching familiar words and word parts.

**WP14** Rewrite and illustrate writing samples for display and for sharing with others.

**AV4** Recognize common sight words.

**PA8** Demonstrate a growing stock of sight words.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**December Grade 1 Language Arts**

**Essential Understanding: Successful writers and readers have great control over language and know how to create the desired impact through choice and placement of words.**

**Indicators:**

**RAL4** Identify difference between stories, poems, and plays.

**WP5** Organize writing to include a beginning, middle and end.

**WP6** Construct complete sentences with subjects and verbs.

**C7** Deliver simple dramatic presentations (recite poems, rhymes, songs and stories).

**AV1** Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.

**AV2** Identify words that similar meanings (synonyms) and words that have opposite meanings (antonyms)

**AV9** Determine the meaning of unknown words using a beginner's dictionary.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**January Grade 1 Language Arts**

**Essential Understanding: The correct mechanics and usage of words can help writers express**

**Indicators:**

**WA2** Write responses to stories that include simple judgments about the text.

**WC7** Use correct capitalization (the first word in a sentence, name, and pronoun).

**WP7** Mimic language from literature when appropriate.

**WP9** Reread own writing for clarity.

**WP10** Add descriptive words and details.

**WP11** Use resources (word wall, beginner’s dictionary, word bank) to select effective vocabulary.

**PA8** demonstrate a growing stock of sight words.

**AV4** Recognize common sight words.

**AV6** Predict the meaning of compound words using knowledge of individual words (daydream, raindrop)

**AV8** Read root words and their inflection ending (walk, walked, walking)

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**February Grade 1 Language Arts****Essential Understanding: Readers and writers use various organizational tools to help them comprehend and organize their thoughts.****Indicators:**

**RP7** Create and use graphic organizers such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension.

**RP8** Answer literal, simple inferential and evaluation questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

**WA3** Write friendly letters or invitations that follow a simple letter format.

**WP4** Use organizational strategies (brainstorming, lists, webs and Venn diagrams) to plan writing.

**WP13** Apply tools (rubric, checklist, feedback) to judge the quality of writing.

**WC6** Use end punctuation correctly, including question marks, exclamation points and periods.

**AV5** Recognize that words can sound alike but have different meanings (homophones such as hair & hare.)

**AV7** Recognize contractions (isn't, aren't, can't, won't) and common abbreviations (Jan. Feb.)

**RAL2** Identify characters, setting and events in a story.

**RAL3** Retell the beginning, middle and ending of a story including important events.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**March Grade 1 Language Arts**

**Essential Understanding: Reading fluently requires the use of variety of strategy.**

**Indicators:**

**WA1** Write simple stories with a beginning, middle and end that include descriptive words and details.

**WC8** Use nouns, verbs and adjectives (descriptive words).

**WP12** Proofread writing to improve conventions (grammar, spelling, punctuations and capitalize)

**PA3** Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns such as consonant blends and long and short vowel patterns, and by matching sounds to the corresponding letters.

**PA5** Use knowledge of common word families (ite or ate) to sound out familiar words.

**PA9** Read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rhymes.

**PA10** Read aloud with changes in emphasis, voice, timing and expression that show recognition of punctuation and an understanding of meaning.

**AV4** Recognize common sight words.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**April Grade 1 Language Arts**

**Essential Understanding: To be interesting, a presentation requires research that is presented in a clear, organized and enthusiastic manner.**

**Indicators:**

**RAI1** Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational text.

**RAI2** Identify the sequence of events in information text.

**RAI3** Ask questions concerning essential elements of informational text (why, who, where, what, when and how)

**RAI4** Identify central ideas and supporting details of information text with teacher assistance.

**R1** Discuss ideas from investigation about a topic or area of personal interest.

**R2** Utilize appropriate searching techniques to gather information with teacher assistance, from a variety of locations (classroom, school library, public library)

**R3** Use books or observations to gather information to explain a topic or unit of study with teacher assistance or community resources.

**R4** Recall important information about a topic with teacher assistance.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**May Grade 1 Language Arts**

**Essential Understanding: A growing knowledge of words creates effective readers and writers.**

**Indicators:**

**RAL1** Provide own interpretation of story, using information from the text.

**RP4** Make predictions while reading and support predictions with information from the text or prior experience.

**RP11** Independently read books for various purposes (enjoyment, literary experience, to gain information or to perform a task.)

**WC2** Spell words correctly with regular short vowel patterns and most common long vowel words (time, name)

**WC3** Spell high-frequency words correctly.

**C5** Deliver brief informational presentation that:  
a. demonstrate an understanding of the topic  
b. include and sort relevant information and details to develop a topic  
c. Organize information with a clear beginning and ending  
d. Express opinions.

**PA8** Demonstrate a growing stock of sight words.

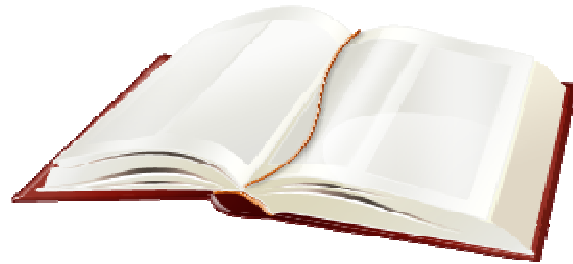
**AV4** Recognize common sight words.

**R5** Report information to others.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

# English/Language Arts Second Grade



*Second – Third Grade Department*  
SY2009-2010

**September Grade 2 Language Arts**

**Essential Understanding: Before during and after reading, good readers use questions to help focus on important issues.**

**Indicators:**

**RP3** compare and contrast information in text with prior knowledge and experience.

**RP7** Monitor comprehension by recognizing when text does not make sense and look back or read on to reinforce comprehension.

**RP9** Use criteria to choose independent reading materials (personal interest, knowledge of authors, genres or recommendations from others.)

**WC1** Print legibly and space letters, words and sentences appropriately.

**WP12** Use resources (word wall, beginner's dictionary and word bank) to select effective vocabulary.

**WP1** Generate ideas through discussions with others. Classify words into categories (colors, fruits, vegetables)

**C1** Compare what is heard with prior knowledge and experience.

**C4** Follow two and three step oral directions.

**PA1** Identify rhyming words with the same or different spelling patterns.

**PA3** Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables. Segment PA5 letters, letter blends and syllable sounds in words.

**PA5** Segment letters, letter blends and syllable sounds in words.

**PA7** Identify words as having either short or long vowel sounds.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**October Grade 2 Language Arts****Essential Understanding: Setting is critical to establish mood and credibility of plot.****Indicators:****RAL2** Describe characters and setting.**RAL3** Retell the plot of a story.**RAL5** Identify words from texts that appeal to the senses.**RP2** Predict content, events and outcomes for illustrations and prior experiences and support those predictions with examples from the text or background knowledge.**WP8** Use language for writing that is different from oral language, mimicking writing style books when appropriate.**WC6** Begin to use spelling patterns and rules correctly (drop silent “e” before adding “ing”)**WC11** Use correct capitalization (proper nouns, the first word in a sentence is capitalized, months, days)**WC15** Use past and present verbs (“we were” rather than “we was”).**C6** Select language appropriate to the purpose and use clear diction and tone.**C10** Deliver simple dramatic presentations.**PA6** Distinguish and identify the beginning, middle and ending sounds in words.**AV4** Read accurately high frequency words.**AV9** Use root words (smile) and their various inflections (smile, smiles, smiling, smiled) to determine the meaning of words.**AUTHENTIC ASSESSMENTS**

# Teacher Use Only

**November Grade 2 Language Arts**

**Essential Understanding: Skillful use of small details can add up to a big idea.**

**Indicators:**

**RAI2** Arrange events from informational text I sequential order.

**RAI5** Identify information in diagram, charts, graphs.

**R5** Sort relevant information about the topic into categories with teacher assistance.

**WP2** Develop a mina idea for writing.

**WP4** Spell words studies (word lists, text words) correctly.

**WP5** Use organizational strategies (brainstorming, lists, webs, and Venn diagrams)

**WC16** Use nouns and pronouns that are in agreement.

**PA4** Use knowledge of common word families (“ite” or “ate”) to sound out unfamiliar words.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**December Grade 2 Language Arts**

**Essential Understanding: Writers use tools of word choice, structure, voice, point of view, punctuation, to create a personal style.**

**Indicators:**

- RAL1** Fiction - compare and contrast different versions of the same story.
- RP5** Create and use graphic organizers, such as Venn Diagrams and Webs to demonstrate comprehension.
- WA1** Write stories that convey a clear message, include details, use vivid language and move through a logical sequence of steps and events.
- WP6** Use range of complete sentences, including declarative, interrogative and exclamatory.
- WC8** Use periods, question marks and exclamatory points as end points correctly.
- WC13** Use subjects and verbs that are in agreement.
- WP3** Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.
- AV2** Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms)
- AV5** Read homophones aloud correctly, adjust sounds to fit meaning, and use words in context.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**January Grade 2 Language Arts**

**Essential Understanding: Writers adjust their style to enhance content and suit a specific purpose.**

**Indicators:**

**RAL6** Identify the theme of text.

**RAT4** Classify ideas from informational texts to main idea and supporting details

**RP4** Summarize text by recalling main ideas and supporting details.

**WA3** Writing letters or invitations that include relevant information and follow letter format (date, proper salutation, body, closing, and signature).

**WP5** Organize writing with a developed beginning, middle and end.

**WC3** Spell regularly used high frequency words correctly.

**PA2** Read regularly and high frequency words correctly.

**C7** Adjust volume to stress important ideas.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**February Grade 2 Language Arts**

**Essential Understanding: Writers adjust their style to enhance content and suit a specific purpose.**

**Indicators:**

- RP1** Establish purpose for reading (to be informed, to follow directions, or to be entertained)
  
- RAT6** Analyze a set of directions for proper sequencing.
  
- R4** Identify important information and write brief notes about the information
  
- WP10** Reread and assess writing for clarity, using a variety of methods (writer’s circle or authors’ chair).
  
- WP11** Add descriptive words and details and delete extraneous information.
  
- WA4** Produce informal writing (message, journals, notes and poems) for various purposes.
  
- PA8** Demonstrate a growing stock of sight words.
  
- PA9** Read text using fluid and automatic decoding skills.
  
- PA10** Read passages fluently with appropriate changes in voice, timing, and expression.
  
- AV8** Determine the meaning of prefixes, including “un”, “re”, “pre” and suffixes “er”, “ful”, “less”

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**March Grade 2 Language Arts**

**Essential Understanding: Successful writers have greater control over language and know how to create the desire to impact through choice and placement of words.**

**Indicators:**

**RAL4** Distinguish between stories, poems, plays, fairy tales, and fables.

**RAI3** List questions about essential elements from informational text (who, what, when, why, where, how) and identify answers.

**RP8** Monitor reading comprehension by identifying word errors and self-correcting.

**WA2** Write response to stories by comparing text to other texts, or people or events in their own lives.

**WC12** Use nouns, verbs and adjectives.

**WP13** Proofread writing to improve conventions (grammar, spelling, punctuation and capitalization).

**R6** Read important findings to others.

**AV6** Determine the meaning of common compound words (lunchroom, baseball) explaining the relationship between the words contained in the compounds.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**April Grade 2 Language Arts**

**Essential Understanding: To be interesting, presentations must be clear, organized, and delivered with enthusiasm.**

**Indicators:**

- AV7** Identify contractions and connect them to whole words.
- RAL1** Use a table of contents, glossary, caption and illustration to identify and to comprehend text.
- RP10** Independently read books for various purposes (enjoyment, literacy, experience, to gain information or to perform a task.)
- WP14** Apply tools (rubric, checklist, and feedback to judge quality of writing.
- WC7** Use spelling strategies (word wall, thinking about the base word and affixes)
- WC9** Use quotation marks
- WC10** Use punctuation correctly for contractions and abbreviations.
- C1** Use active listening strategies, such as making eye contact and asking for clarification and explanation.
- C8** Deliver informal presentations that:
- a. Present events or big ideas in a logical sequence and maintain a clear focus.
  - b. Demonstrate an understanding of the topic
  - c. Include relevant facts and details to deliver a topic.
  - d. Organize information with a clear beginning, middle, end.
  - e. Include diagrams, charts or illustrations as appropriate
  - f. Identify sources.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only

**May Grade 2 Language Arts**

**Essential Understanding: Following the rules of writing helps people understand what you want to tell them.**

Indicators:

- R1** Create questions for investigations, assigned topic or personal area of interest.
  
- R2** Utilize appropriate searching techniques to gather information form a variety of locations (classroom, school library, public library or community resources).
  
- R3** Acquire information with teacher assistance, from multiple resources (books magazines, videotapes, CD, websites) and collect data (interviews, experiments, observations or surveys about the topic.
  
- R6** Answer literal, inferential and evaluative questions to demonstrate comprehension of grade appropriate print texts and electronic and visual media.
  
- WP9** Use available technology to compose text.
  
- WP15** Rewrite and illustrate writing samples for display and for sharing with others.
  
- WC5** Spell plurals and verb tenses correctly.
  
- C3** Identify the main idea of oral presentations and visual media.
  
- C6** Read important findings to others.
  
- WP7** Include transitional words and phrases.
  
- AV10** Demonstrate the meaning and pronunciations of unknown words using a beginner’s dictionary glossaries and technology.
  
- AV1** Use knowledge of word order an in sentence context clues to support word identification and to define unknown words while reading.

**AUTHENTIC ASSESSMENTS**

Teacher  
Use Only