



# Grade K English Language Arts Curriculum Guide:

## Reading and Viewing Cluster (K)

<b>Big Understandings</b>		
<p><b>Content Standards</b></p> <p>Students will understand:</p> <p><b>A. PROCESS OF READING:</b> Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to:</p>	<p><b>B. LITERATURE AND CULTURE:</b> Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to:</p>	<p><b>D. INFORMATION TEXTS:</b> Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to:</p>
<p><b>Performance Indicators</b></p> <p>Student will be able to:</p> <ul style="list-style-type: none"> <li>• Seek out and enjoy experiences with books and other print materials.</li> <li>• Demonstrate an understanding that reading is a way to gain information about the world.</li> <li>• Make and confirm predictions about what will be found in a text.</li> <li>• Recognize and use rereading as an aid to developing fluency and to understanding appropriate material.</li> <li>• Figure out unknown words using a variety of strategies including rereading, context clues, and knowledge of word structures and letter-sound relationships.</li> <li>• Recognize and use clues within the text (sentence structure, word meanings), rereading, and other strategies as aids in developing fluency and comprehension.</li> <li>• Ask questions and give other responses after listening to presentations by the teacher or classmates.</li> </ul>	<p><b>Performance Indicators</b></p> <p>Student will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the basic plot of simple stories.</li> <li>• Draw logical conclusions about what will happen next or how things might have turned out differently in a story.</li> <li>• Identify differences and similarities in story elements (e.g., plot, setting, characters, conflict resolution) in works from various cultures.</li> <li>• Distinguish between fiction and nonfiction.</li> </ul>	<p><b>Performance Indicators</b></p> <p>Student will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the main idea of simple expository information.</li> </ul>
<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• The student will: learn to make thoughtful book selection during a free-choice or reading period.</li> <li>• Learn to understand that we read for a purpose.</li> <li>• Learn to predict what a given book might be about from a brief look at both front and back covers, including blurb, title illustration.</li> <li>• Identify upper and lower case letter/sounds.</li> <li>• Comment following a presentation.</li> <li>• Re-enact or re-tell to others, recounting main points.</li> </ul>	<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• The student will: understand what the story is about</li> <li>• Participate in a teacher-led discussion.</li> </ul>	
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Letter ID</li> <li>• Teacher Observation</li> <li>• Concepts about print</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<p><b>Assessment</b></p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell Phonics</li> <li>• Fountas &amp; Pinnell Poetry</li> <li>• Phonological Awareness Activities</li> </ul>	<p><b>Resources</b></p>	<p><b>Resources</b></p>
<p><b>Instructional Strategies</b></p> <p>Whole Group Small Group Individual</p>	<p><b>Instructional Strategies</b></p> <p>Whole Group Small Group Individual</p>	<p><b>Instructional Strategies</b></p>

# Grade K English Language Arts Curriculum Guide:

## Writing and Speaking Cluster (K)

<b>Big Understandings</b> 		
<b>Content Standards</b> Students will understand: <b>E. PROCESSING OF WRITING AND SPEAKING: Students will demonstrate the ability to use the skills and strategies of the writing process. Students will be able to:</b>	<b>F. STANDARD ENGLISH CONVENTIONS: Students will write and speak correctly, using conventions of standard written and spoken English. Students will be able to:</b>	<b>G. STYLISTIC AND RHETORICAL ASPECTS OF WRITING AND SPEAKING: Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. students will be able to:</b>
<b>Performance Indicators</b> Student will be able to: <ul style="list-style-type: none"> <li>♦ Tell about experiences and discoveries, both orally and in writing.</li> <li>♦ Respond to stories orally and in writing.</li> <li>♦ Respond to remarks or statements orally and in writing.</li> </ul>	<b>Performance Indicators</b> Student will be able to: <ul style="list-style-type: none"> <li>♦ Edit their own written work for standard English spelling and usage, as evidenced by pieces that show and contain:                         <ol style="list-style-type: none"> <li>1) complete sentences</li> <li>2) initial understanding of the use of pronouns and adjectives</li> <li>3) evidence of correct spelling of frequently used words</li> <li>4) few significant errors in the capitalization of proper nouns and of the words that begin sentences</li> <li>5) few significant errors in the use of end stop punctuation (e.g., periods, question marks).</li> </ol> </li> <li>♦ Use oral language appropriate to the level of formality required.</li> </ul>	<b>Performance Indicators</b> Student will be able to: <ul style="list-style-type: none"> <li>♦ Dictate or write stories or essays which convey basic ideas, have sequences that make sense, and show evidence of a beginning, middle, and ending.</li> </ul>
<b>Knowledge/Skills</b> <ul style="list-style-type: none"> <li>♦ The student will: tell and write about an experience.</li> <li>♦ Tell and write about a story.</li> <li>♦ Tell and write about class discussion.</li> </ul>	<b>Knowledge/Skills</b> <ul style="list-style-type: none"> <li>♦ The student will: demonstrate the ability to write first name and upper case letters.</li> </ul>	<b>Knowledge/Skills</b> <ul style="list-style-type: none"> <li>♦ The student will: dictate a story conveying basic ideas.</li> </ul>
<b>Assessment</b> <ul style="list-style-type: none"> <li>• District Writing Prompt</li> <li>• Teacher Observation</li> </ul>	<b>Assessment</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<b>Assessment</b>
<b>Resources</b> <ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell Phonics</li> <li>• Fountas &amp; Pinnell Poetry</li> <li>• Phonological Awareness Activities</li> </ul>	<b>Resources</b> Handwriting Without Tears, Zaner Bloser	
<b>Instructional Strategies</b> Whole Group Small Group Individual	Whole Group Small Group Individual	Whole Group Small Group Individual

# Grade K English Language Arts Curriculum Guide:

## Integrated Literacy Cluster (K)

<p><b><u>Content Standards</u></b> Students will understand:</p> <p><b>C. LANGUAGE AND IMAGES: Students will demonstrate an understanding of how words and images communicate. Students will be able to:</b></p>	<p><b>H. RESEARCH-RELATED WRITING AND SPEAKING: Students will work, write, and speak effectively when doing research in all content areas. students will be able to:</b></p>
<p><b><u>Performance Indicators</u></b> Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Distinguish between and make observations about formal and informal uses of English.</li> <li>♦ Recognize characteristic sounds and rhythms of language, including the relationship between sounds and letters.</li> <li>♦ Make valid observations about the use of words and visual symbols.</li> </ul>	<p><b><u>Performance Indicators</u></b> Student will be able to:</p> <ul style="list-style-type: none"> <li>• Develop a search strategy which uses appropriate and available resources</li> <li>• Formulate questions to ask when gathering information.</li> <li>• Record and share information gathered.</li> </ul>
<p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>♦ The student will: demonstrate appropriate language at school.</li> <li>♦ Understand and demonstrate the ability to rhyme and recognize that letters have sounds.</li> <li>♦ Recognize common symbols in their environment (bathroom, exit, etc.)</li> </ul>	<p><b><u>Knowledge/Skills</u></b></p>
<p><b><u>Assessment</u></b> Ⓢ PLSS &amp; Dictation Test</p>	
<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell Phonics</li> <li>• Fountas &amp; Pinnell Poetry</li> <li>Ⓢ Phonological Awareness Activities</li> </ul>	
<p><b><u>Instructional Strategies</u></b> Whole Group Small Group Individual</p>	